

LIU Brooklyn
2016-2017
Undergraduate Bulletin



LIU Brooklyn

2016 - 2017 Undergraduate Bulletin

1 University Plaza, Brooklyn, N.Y. 11201-5372

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www.liu.edu/brooklyn

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Email: bkln-admissions@liu.edu

Notice to Students: The information in this publication is accurate as of September 1, 2016. However, circumstances may require that a given course be withdrawn or alternate offerings be made. Therefore, LIU reserves the right to amend the courses described herein and cannot guarantee enrollment into any specific course section. All applicants are reminded that the University is subject to policies promulgated by its Board of Trustees, as well as New York State and federal regulation. The University therefore reserves the right to effect changes in the curriculum, administration, tuition and fees, academic schedule, program offerings and other phases of school activity, at any time, without prior notice.

The University assumes no liability for interruption of classes or other instructional activities due to fire, flood, strike, war or other force majeure. The University expects each student to be knowledgeable about the information presented in this bulletin and other official publications pertaining to his/her course of study and campus life. For additional information or specific degree requirements, prospective students should call the campus Admissions Office. Registered students should speak with their advisors.

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LIU

Accreditation and Program Registration

Long Island University is accredited by the Middle States Commission on Higher Education, 3624 Market Street, Philadelphia, PA 19104; 267-284-5000; website: www.msche.org. The Middle States Commission on Higher Education is an institutional accrediting agency recognized by the U.S. Secretary of Education and by the Council for Higher Education Accreditation. The degree and certificate programs are approved and registered by the New York State Department of Education.

ABOUT LIU BROOKLYN

Mission Statement

The mission of LIU since 1926 has been to open the doors of the city and the world to men and women of all ethnic and socioeconomic backgrounds who wish to achieve the satisfaction of the educated life and to serve the public good. Its mission is to awaken, enlighten and expand the minds of its students.

Overview

Located in the heart of downtown Brooklyn's thriving Tech Triangle, LIU Brooklyn provides students with experiential learning opportunities reflecting the entrepreneurial community it serves. Distinctive programs encompass the health professions, pharmacy, the health sciences, business, arts and media, natural sciences, social policy, and education.

LIU Brooklyn was founded in 1926 and is the original unit of Long Island University. Its beautifully landscaped, 11-acre campus is a self-contained urban oasis, steps away from world-class arts and entertainment venues like Brooklyn Academy of Music and the Barclays Center, as well as the restaurants and cafes of Fort Greene and the Fulton Mall shopping district. Just a 10-minute subway ride from the professional and cultural opportunities of Manhattan, the vibrant campus includes residence halls for more than 1,100 students.

LIU Brooklyn has a deeply rooted tradition of athletic excellence. The basketball teams of the 1930s captured two national championships, and the campus' success in sports has continued over the decades with numerous Northeast Conference championships. Over the last 10 years, the Blackbirds have won 33 NEC titles, including 10 in the last three seasons. The campus currently fields 18 NCAA Division I teams.

The \$45-million Steinberg Wellness Center, which features an NCAA regulation swimming pool, a 2,500-seat arena, state-of-the-art workout facilities and a rooftop track, serves the campus and the surrounding community, and the Kumble Theater provides an entertainment venue for student and professional performances. The historic Paramount Theater, which is an integral part of the campus, is being restored to its original grandeur and will provide a wealth of engaged learning opportunities for LIU students along with a dynamic performance space for the Brooklyn community.

Dining facilities and food service areas are available in several locations. Blackbird Café, located in Connolly Residence Hall, offers an all-you-care-to-eat dining menu, including cutting-edge American entrees, international specialties, vegetarian selections and much more. Lunty

Commons, located in Metcalfe Hall, is a food court, including Habanero Mexican Kitchen, the All Tossed Up salad bar, Grille Works, and the Express Station. The glass-enclosed Cyber Café is home to Hale and Hearty Soups, Red Mango, and Subway. Two student-run enterprises, Healthy Choices and the Brooklyn Healthy Zone, are located on the third floor of the Library Learning Center, Peet's Coffee is located on the third floor of the Arnold and Marie Schwartz Hall of the Arts and Humanities, and the Smoothie Bar is located in the Steinberg Wellness Center.

Generation after generation, much like Brooklyn itself, the LIU Brooklyn student body has been made up of people from a wide variety of cultures and nationalities. Like their predecessors, many of today's students are new to America and/or the English language or are the first in their families to seek a university education. At LIU Brooklyn, all students find an academic community where cultural, ethnic, religious, racial, sexual, and individual differences are respected and where commonalities are affirmed. This diversity creates an open and welcoming environment on campus, even as the university maintains respect for intellectual, cultural, and academic traditions.

Nationally recruited, the faculty has a strong commitment to teaching, to personal advisement of students, to the fullest range of scholarship, and to faculty development and service.

LIU Brooklyn recognizes both the faculty's training and experience and the character of its diverse student body as two of its greatest strengths. No matter what their background, students come to LIU Brooklyn to build the educational and intellectual foundations for successful personal lives and careers. The campus faculty and administration believe that a liberal education, along with careful preparation for a fulfilling career, is the best way to achieve this end.

To carry out its mission, LIU Brooklyn offers comprehensive undergraduate curricula, supported by graduate programs and advanced courses for specialized knowledge. In addition, the campus has designed programs to permit students to acquire essential literacies, intellectual curiosity, analytic and reasoning skills, and effective communication skills. In this way, the campus serves as a conservator of knowledge, a source and promulgator of new knowledge, and a resource for the community it serves.

LIU Brooklyn offers nearly 160 associate, undergraduate, graduate, doctoral, and certificate programs, including Ph.D. programs in clinical psychology and pharmaceuticals, the D.P.T. in physical therapy, and the Pharm.D. in pharmacy. Academic units include the LIU Brooklyn Honors College, the Richard L. Conolly College of Liberal Arts and Sciences; the School of Business, Public Administration and Information Sciences; the School of Education; the Harriet Rothkopf Heilbrunn School of Nursing; the School of Health

Professions; LIU Global, LIU Pharmacy (the Arnold & Marie Schwartz College of Pharmacy and Health Sciences); and the School of Continuing Studies. The campus is known for its nationally recognized Honors College, which was the first of its kind in the country and emphasizes a holistic, liberal arts background.

LIU Brooklyn offers early action decisions for undergraduate students who apply by December 1 for the following fall semester. Additional information can be obtained by contacting the offices below:

LIU Brooklyn Office of Admissions

1 University Plaza
Brooklyn, NY 11201

718-488-1011

bkln-admissions@liu.edu

www.liu.edu/Brooklyn/admissions

LIU Brooklyn Office of Enrollment Services

718-488-3320

brooklyn-enrollmentservices@liu.edu

www.liu.edu/Brooklyn/enrollment-services

Undergraduate and Graduate Offerings

Richard L. Conolly College offers liberal arts and sciences programs leading to the degrees of Associate in Arts, Bachelor of Arts, Bachelor of Fine Arts, Bachelor of Science, Master of Arts, Master of Fine Arts, Master of Science, and Doctor of Philosophy (in Clinical Psychology). It also offers a B.S./M.S. in Communication Sciences and Disorders/ Speech-Language Pathology, and a United Nations Graduate Certificate Program.

The School of Business, Public Administration and Information Sciences offers the degrees of Associate in Applied Science in Business Administration; Bachelor of Science in Accounting, Computer Science, Entrepreneurship, Finance, Healthcare Management, Management (available with a concentration in Human Resource Management), Marketing, and Technology Management; Bachelor of Science/Master of Science in Accounting; Master of Business Administration (M.B.A.) in Accounting; Master of Business Administration (M.B.A.) with concentrations in Entrepreneurship, Finance, International Business, Human Resource Management, Management, Management Information Systems, and Marketing (the MBA is also available as a cohort accelerated One-Year MBA for all concentrations); Master of Science in Accounting, Computer Science, Human Resource Management, and Taxation; Master of Public Administration (M.P.A.) with specializations in Health Administration and Public Administration; Advanced Certificates in Gerontology, Human Resource Management and Non-profit Management; and a collaborative program leading to the United Nations Advanced Certificate and

Master of Public Administration.

The **School of Education** offers, on the undergraduate level, the Bachelor of Arts, the Bachelor of Science and the Bachelor of Fine Arts degrees in various disciplines in urban education. On the graduate level, the school offers the Master of Science in Education degree in the areas of Childhood Urban Education, Early Childhood Urban Education, Adolescence Urban Education, Teaching Urban Children with Disabilities, Teaching Urban Adolescents with Disabilities, Teaching English to Speakers of Other Languages (TESOL), School Counseling, Bilingual School Counseling and School Psychology; the Master of Science degree in Mental Health Counseling and Marriage and Family Therapy; and Advanced Certificates in Bilingual Education, Educational Leadership, Early Childhood Urban Education, School Counseling, Bilingual School Counseling, Mental Health Counseling, Marriage and Family Therapy and Applied Behavioral Analysis.

The **School of Health Professions** offers the Bachelor of Science degrees in Health Science, Diagnostic Medical Sonography, Respiratory Care, Sports Sciences, Sport Management, and the Bachelor of Arts degree in Social Work. It also offers combined B.S./M.S. degrees in Athletic Training and in Occupational Therapy and the B.S./M.P.H. in Health Science / Master of Public Health. It offers the M.S. degrees in Exercise Science, and in Physician Assistant Studies as well as the Master of Social Work and the Master of Public Health. The Division of Physical Therapy offers a Doctor of Physical Therapy (D.P.T.) program that is a three-year post-baccalaureate graduate degree.

The **Harriet Rothkopf Heilbrunn School of Nursing** offers the Bachelor of Science with a major in Nursing for generic, R.N.-B.S. and 2nd degree students as well as the Master of Science in Adult Nurse Practitioner, Family Nurse Practitioner, and Nurse Educator. The School of Nursing also offers an accelerated R.N.-B.S./M.S. Adult Nurse Practitioner dual degree program and Advanced Certificates for Adult Nurse Practitioner, Family Nurse Practitioner and Education for Nurses.

LIU Pharmacy (The Arnold & Marie Schwartz College of Pharmacy and Health Sciences) offers an entry-level, six-year Doctor of Pharmacy (Pharm.D.) degree and the Master of Science degree in Pharmaceutics (with concentrations in Industrial Pharmacy and Cosmetic Science), Drug Regulatory Affairs and Pharmacology/Toxicology. It also offers the Doctor of Philosophy in Pharmaceutics (Ph.D.) degree.

LIU Global is designed for students who desire a hands-on learning approach in a variety of international locations. The college offers a Bachelor of Arts in Global Studies and minors in Social Entrepreneurship, International Relations, and Arts & Communications.

LIU Brooklyn Honors College is open to

undergraduate students in all majors who meet the Honors College admissions requirements. Courses offered satisfy the humanities and social science core curriculum requirements for each major; nine credits of advanced Honors College electives (12 for transfer students) are required to complete the program. Students may design a contract major for majors not offered by the university. A 3.0 cumulative GPA is required to graduate with the Honors College designation on the diploma. Students who present at the annual Honors Symposium earn distinction in honors.

University Policies

Long Island University does not discriminate on the basis of race, color, national origin, sex, disability, or age in its programs. The following person has been designated to handle inquiries regarding the non-discrimination policies:

Ronald Edwards

Title IX Coordinator
Long Island University
700 Northern Boulevard
Brookville, New York 11548
Phone: (516) 299-4236

For further information on notice of non-discrimination, visit <https://wdcrobcop01.ed.gov/CFAPPS/OCR/contactus.cfm> for the address and phone number of the office that serves your area, or call 1-800-421-3481.

DIRECTORY

Department Name	Phone	Office Hours	Email/Website
Admissions	718-488-1011	(M,Th,F) 9 a.m. - 5 p.m. (Tu,W) 9 a.m. - 6:30 p.m.	bkln-admissions@liu.edu www.liu.edu/brooklyn/admissions
Bookstore	718-858-3888 718-488-1017	(M-Th) 9:30 a.m. - 6:30 p.m. (F) 10 a.m.- 3p.m.	www.liu.net-brooklyn.bncollege.com
Campus Life	718-488-1042	(M,Th,F) 9 a.m. - 5 p.m. (Tu,W) 9 a.m. - 6:30 p.m.	www.liu.edu/brooklyn/campus-life
Campus Ministry	718-488-1042	(M,Th,F) 9 a.m. - 5 p.m. (Tu,W) 9 a.m. - 6:30 p.m.	www.liu.edu/brooklyn/campus-life
Colleges and Schools			
Honors College	718-780-4023	(M-Th) 9 a.m. - 6 p.m. (F) 9 a.m. - 5 p.m.	bkln-honors-staff@liu.edu www.liu.edu/brooklyn/honors-college
LIU Pharmacy	718-488-1234	(M-F) 9 a.m. -5 p.m.	www.liu.edu/pharmacy
LIU Global	718-780-4312	(M-F) 9 a.m. - 5 p.m.	global@liu.edu www.liu.edu/global
Richard L. Conolly College	718-488-1003	(M,Th,F) 9 a.m. - 5 p.m. (Tu,W) 9 a.m. - 6:30 p.m.	www.liu.edu/brooklyn/conolly
School of Business, Public Administration, and Information Sciences	718-488-1121	(M, Th, F) 9 a.m. - 5 p.m. (Tu, W) 9 a.m. - 6:30 p.m.	business@brooklyn.liu.edu www.liu.edu/brooklyn/sbpais
School of Education	718-488-1055	(M-Th) 9 a.m. - 6:00 p.m. (F) 9 a.m. - 5 p.m.	www.liu.edu/brooklyn/soe
School of Health Professions	718-780-6578	(M-F) 9 a.m. - 5 p.m.	www.liu.edu/brooklyn/health
Harriet Rothkopf Heilbrunn School of Nursing	718-488-1059	(M-F) 9 a.m. - 5 p.m. Summer (M-Th) 9 a.m. - 5:30 pm	www.liu.edu/brooklyn/nursing
School of Professional and Continuing Studies	718-488-1364	(M-F) 8:30 a.m. - 5 p.m.	scs@brooklyn.liu.edu www.liu.edu/brooklyn/scs
Dean of Students	718-780-6545	(M,Th,F) 9 a.m. - 5 p.m. (Tu,W) 9 a.m. - 6:30 p.m.	www.liu.edu/brooklyn/campus-life
Development and Alumni Relations	718-780-6562	(M-F) 9 a.m. - 5 p.m.	www.liualumni.com
Enrollment Services • Financial Services / Bursar • Registration • Academic Advising	718-488-1037	(M,Th,F) 9 a.m. - 5 p.m. (Tu,W) 9 a.m. - 6:30 p.m.	bkln-enrollmentservices@liu.edu www.liu.edu/brooklyn/es
International Student Services	718-488-1389	(M,Th,F) 9 a.m. - 5 p.m. (Tu,W) 9 a.m. - 6:30 p.m.	www.liu.edu/brooklyn/international
Learning and Academic Success	718-488-1040	(M-Th) 9 a.m. - 7 p.m. (F) 9 a.m. - 5 p.m.	
Library	718-488-1680 or 718-488-1081	(M,W,Th) 8 a.m. – 10 p.m. (Tu) 9 a.m. – 10 p.m. (F) 9 a.m. – 5 p.m. (Sat) 9 a.m. – 6 p.m. (Sun) 11 a.m. – 5 p.m. Summer (M-F) 9 a.m. – 8 p.m. (Sat) 9 a.m. - 6 p.m.	www.liu.edu/brooklyn/library
LIU Promise	718-488-1039	(M,Th) 9 a.m. - 7 p.m (F) 9 a.m. - 5 pm (Sat) 9 am - 2 pm	bkln-promise@liu.edu

Mathematics Center	718-246-6317	(M-Th) 10 a.m. - 7 p.m. (F) 10 a.m. - 5 p.m. (Sat) 10 a.m. - 3 p.m.	www.liu.edu/brooklyn/mathcenter
English Language Institute	718-488-1323	(M-Th) 9 a.m. - 6 p.m. (F) 9 a.m. - 5 p.m.	
Multimedia Language Laboratory	718-780-4568	(M-F) 9 a.m. - 9 p.m. (Sat) 10 a.m. - 2 p.m.	
Public Safety	x 1078 (on campus) emergencies: 718-488-1078		www.liu.edu/brooklyn/publicsafety
Steinberg Wellness Center (Wellness, Recreation & Athletic Center)	718-488-3009 (Fitness Center) 718-780-4052 (Pool)	Fitness Center (M-Th) 7 am - 10 pm (F) 7 am - 7 p.m. (Sat) 8 p.m. - 4 p.m. Pool (M-Th) 7 a.m.- 7 p.m. (F) 7 a.m. - 3 p.m.	
Student Support Services	718-488-1044	(M,-Thu) 9 a.m. - 7 p.m. (F) 9 a.m. - 5 p.m.	www.liu.edu/brooklyn/SSS
Testing Center	718-488-1392	(M-Th) 9 a.m. - 6 p.m. (F) 9 a.m. - 5 p.m.	www.liu.edu/brooklyn/testingcenter
Veteran Services	718-488-1587		bklnmilitaryveterans@liu.edu
Vice President and Chief Operating Officer, Legal Counsel	718-488-1001	(M-F) 9 a.m. - 5 p.m.	
Writing Center	718-488-1095	(M-Th) 9 a.m. - 8 p.m. (F) 9 a.m. - 5 p.m. (Sat) 10 a.m. - 4 p.m.	

ACADEMIC CALENDAR 2016-2017

Fall 2016

September 5	Labor Day-holiday
September 6	Convocation Day
September 7	Weekday classes begin
September 7-20	Registration and program changes
September 10-11	Semester classes meeting Saturday-Sunday begin
September 10-11	First weekend session classes begin
September 16	Awarding of September degrees
September 20	Registration and program changes end
October 7	Last day to apply for comprehensive examination
October 14	Last day to apply for January degree
October 22-23	First weekend session final examinations
October 29-30	Second weekend session classes begin
November 8	Election Day-classes in session
November 11	Last day for Partial Withdrawal
November 23	Wednesday follows a Friday schedule
November 24-25	Thanksgiving recess
November 26	Classes resume
December 10-11	Second weekend session final examinations
December 10-11	Semester classes meeting Saturday-Sunday end
December 15	Semester classes meeting Monday through Friday end
December 15	Last day to withdraw from graduate courses
December 15	Last day for full withdrawal
December 15	Last day to complete withdrawal appeal process
December 16	Last day to submit thesis
December 16-22	Final examinations-undergraduate and graduate
December 23	Winter recess begins

Spring 2017

January 16	Martin Luther King, Jr. Day
January 17	Weekday classes begin
January 17 - Monday, January 30	Registration and program changes
January 20	Awarding of January degrees
January 21-22	Semester classes meeting Saturday-Sunday begin
January 21-22	First weekend session classes begin
January 30	Registration and program changes end
February 3	Last day to apply for May degree
February 20	President's Day-no classes
February 21	Tuesday follows a Monday Schedule
March 4-5	First weekend session final examinations
March 6	Spring recess begins
March 13	Classes resume
March 18-19	Second weekend session classes begin
March 31	Last day for partial withdrawal - Undergraduate Classes
April 28	Last day to submit thesis and complete degree requirements
April 29-30	Second weekend session final examinations
April 29-30	Semester classes meeting Saturday-Sunday end
May 2	Semester classes meeting Monday through Friday end
May 2	Last day for full withdrawal
May 2	Last day to withdraw from graduate courses
May 3 - 9	Final examinations-undergraduate and graduate
May 3	Last day to complete withdrawal appeal process
May 10	Commencement Ceremony (tentative)
May 12	Conferral of May degrees

Summer I 2017

May 13-14	Weekend session classes begin
May 14	Last day to add Weekend Session Class
May 15	Weekday classes begin
May 16	Registration and program changes end for weekday classes
May 27 -29	Memorial Day-holiday
June 6	Last day to withdraw from undergraduate courses
June 26	Last day of class
June 26	Last day to withdraw from graduate courses
June 26	Last day to complete withdrawal appeal process
Last Class Meeting	Final examinations
July 1-2	Weekend session final examinations

Summer II 2017

July 4	Independence Day - holiday
July 7	Last day to apply for September degree
July 7	Last day to apply for comprehensive examination
July 8-9	Weekend session classes begin
July 9	Last day to add Weekend Session Class
July 10	Weekday classes begin
July 11	Registration and program changes end for weekday classes
August 3	Last day to withdraw from undergraduate courses
August 17	Last weekday class
August 17	Last day to submit thesis and complete degree requirements
August 17	Last day to withdraw from graduate courses
August 17	Last day to complete withdrawal appeal process
Last Class Meeting	Final examinations
August 19-20	Weekend session final examinations

ADMISSION

All communications concerning admission to the LIU Brooklyn Honors College, the Richard L. Conolly College of Liberal Arts and Sciences, the School of Business, Public Administration and Information Sciences, the School of Education, LIU Global, the School of Health Professions, the Harriet Rothkopf Heilbrunn School of Nursing, School of Art and Communication, and LIU Pharmacy (Arnold & Marie Schwartz College of Pharmacy and Health Sciences) should be addressed to the Office of Admissions, LIU Brooklyn, 1 University Plaza, Brooklyn, NY 11201-5372; 718-488-1011 or by visiting the LIU Brooklyn website at www.liu.edu/brooklyn/admissions. LIU Global admissions should be addressed to the LIU Global website at www.liu.edu/global/admissions. Students are also invited to email the Office of Admissions at bkln-admissions@liu.edu.

Admission Policies and Procedures

The following admission policies and procedures are in place to help direct the student through the admissions and enrollment process and are intended to maintain the quality of our academic programs while representing the LIU Brooklyn mission statement. The mission of LIU is to provide excellence and access in private higher education to people from all backgrounds who seek to expand their knowledge and prepare themselves for meaningful, educated lives and for service to their communities and the world.

All admission policies and procedures are at the discretion of the dean of admissions and may be altered, deleted or revised at any time.

Applications for admission are accepted on a rolling admission basis for the fall and spring semesters. Most programs welcome new students--freshmen and transfer--for both semesters. Prospective students for the dance program (freshman and transfer) and pharmacy (transfer-third year professional phase) may only apply and be admitted for the fall semester. Summer semester applications are welcome but students are encouraged to consider the fall or spring semesters due to course offerings and curriculum sequencing.

Please review the following applicant definitions to better understand the application procedures and policies that pertain to your personal situation. If you need assistance with understanding the criteria required for your application, please contact the Office of Admissions directly for more information.

Freshmen:

- students enrolled in post-secondary instruction with fewer than 24 transferrable credits.

Transfer:

- students previously and/or currently enrolled,

part-time or full-time, in community college, college or university with 24 or more transferrable credits from a regionally accredited college or university.

- students who have previously completed a bachelor's degree and are applying to professional programs such as pharmacy, nursing, athletic training, or occupational therapy or other programs with significant undergraduate course requirements.

International:

- students who do not hold U.S. citizenship nor permanent resident status.

Visiting:

- students who are applying for admission but not seeking to complete a degree of study; students are limited to maximum of 12 credits without requirement to enroll in a degree program. (See "Visiting Students" for more information.)

Application Process and Program Deadlines

While most programs follow a rolling admissions process, the sooner a student submits a completed application for review, the earlier the student could receive a final admission decision. Students applying to LIU Brooklyn are encouraged to submit their completed application no later than April 15 for the fall term and December 1 for the spring term to ensure that an admission decision can be completed in a timely manner to enroll. *(International students are strongly encouraged to submit their application for review no later than May 1 for the fall term and November 1 for the spring term.)*

Freshman applicants may apply by December 1 for early action.

Please note the academic programs below that require a complete application by a deadline date:

Program	Deadline for fall 2017 entry
Doctor of Pharmacy (professional phase)	March 1, 2017
Occupational Therapy (professional phase)	January 12, 2017
Speech Language Pathology (B.S./M.S.) (professional phase)	February 1, 2017

Complete Applications

Application evaluation is based on several criteria including program space availability. Students are encouraged to submit completed (see "Complete Application Guidelines" below) applications as early as possible for the preferred term of entry so as to be given full consideration for admission.

Complete Application Guidelines:

Please visit www.liu.edu/brooklyn/admissions/application-instructions for updates to application procedures, requirements, deadlines and important information related to programs of study as information may change during the course of the admissions and enrollment cycle.

Freshman Applicants:

- LIU Brooklyn application form (paper or online) or the common application (paper or online), with a non-refundable application fee; students may request a fee waiver from the College Board or National Association for College Admission Counseling (NACAC), or from the Office of Admissions.
- Official transcripts from your high school showing the most recent, completed coursework; or official copy of GED score report. Current high school seniors are encouraged to submit senior year grades and, in some cases, first quarter or mid-year grades will be required for review. Applicants who have graduated from high school must provide an official, final transcript that shows proof of high school graduation prior to the start of classes.
- Official copy of SAT or ACT test scores from ETS if not included on your official high school transcript (see "Standardized Testing: SAT, ACT, and tests of English as a foreign language" for more information). Although applicants may be considered for admission without submitting SAT or ACT scores, appropriate test scores may supplement an applicant's consideration for admission and for scholarship eligibility.
- Official copy of TOEFL, IELTS or iBT if English is not the student's native language; students may also provide evidence of English proficiency with a minimum of 420 or higher on the SAT Critical Reading section.
- One letter of recommendation from an instructor, guidance counselor, advisor or supervisor is required. (Additional requirements related to letters of recommendations may apply; see specific program guidelines.)
- 250 word minimum personal statement.

Transfer Applicants:

- LIU Brooklyn application form (paper or online) or the common application (paper or online), with a non-refundable application fee.
- Official transcripts from each college or university attended (additional course descriptions may be required for admissions or credit evaluation).
- Transfer students with fewer than 24 college credits must submit an official high school transcript showing proof of graduation or official copy of GED score report.
- Official copy of SAT or ACT test scores from ETS if not included on your official high school

transcript (see "Standardized Testing: SAT, ACT, and tests of English as a foreign language" for more information). Although applicants may be considered for admission without submitting SAT or ACT scores, appropriate test scores may supplement an applicant's consideration for admission and for scholarship eligibility.

- Official copy of TOEFL, IELTS or iBT if English is not the student's native language; students may also provide evidence of English proficiency with a minimum of 420 or higher on the SAT Critical Reading section.
- One letter of recommendation from an instructor, transfer advisor, or supervisor is recommended. (*Additional requirements related to letters of recommendations may apply; see specific program guidelines.)
- 250 word minimum personal statement.
- Transfer students who have been dismissed from their previous institution may be required to provide evidence that they are eligible to return.

International Applicants:

International applicants (either freshmen or transfer) must follow the above criteria and the following additional requirements:

- Students must submit official transcripts in original language with English translation/evaluation (if applicable) from an approved evaluator. Transfer students are required to submit a course-by-course evaluation of courses taken at the postsecondary level outside the United States.
- An official copy of TOEFL or IELTS scores is required if English is not the student's native language or school language of instruction is not English; students may also provide evidence of English proficiency with a minimum of 420 or higher on the SAT Critical Reading section.
- All applicants seeking an F-1 student visa are required to submit an affidavit of financial support equaling one year of tuition, room and board. (Please visit the website at www.liu.edu/brooklyn/forms to review the total required for proof of financial support.)

Pharmacy (professional phase) Applicants:

Students must apply through the pharmcas.org website AND submit a supplemental application directly to the Office of Admission by the listed deadline date. Candidacy for the program may be affected by missing deadline dates and/or failing to comply with the application procedures.

Occupational Therapy (professional phase) Applicants:

Students must apply through the otcas.org website AND submit a supplemental application directly to the Office of Admissions by the listed deadline date. Candidacy for the program may be affected by missing deadline dates and/or failing to comply with the application procedures.

Interview Requirements:

In general, admission interviews are not required. However, the programs listed include an interview in their departmental review process. If the department requires an interview, your final admission decision will be pending until your interview is completed.

Program	# of Letters	Interview Required
Occupational Therapy (professional phase)	3 letters	YES
Speech Language Pathology (professional phase)	3 letters	YES
Pharmacy (professional phase)	2 letters	YES

Auditions and Portfolio Requirements

Students applying to the B.S or the B.F.A. in Dance are required to audition for admission to the programs. For more information about the programs, audition process and audition dates visit the departmental website at www.liu.edu/brooklyn/performingarts.

Students applying to the B.F.A. in Studio Art, B.F.A in Teacher of Visual Arts in Urban Schools or the B.F.A. in Computer Art are required to submit a portfolio of work for admission to the programs. For more information about the programs and the portfolio review process please visit www.liu.edu/brooklyn/mediaarts.

Students applying to the music program are required to audition for admission to the program. For more information about the program, audition process and audition dates visit the departmental website at www.liu.edu/brooklyn/performingarts.

Submitting Applications and Supporting Credentials

Students who apply using a paper application are required to send the application, along with the non-refundable application fee, check or money order, to:

LIU Brooklyn
Office of Admissions
1 University Plaza
Brooklyn, New York 11201

Students who apply using the online application should follow the online instructions regarding paying the non-refundable application fee.

Students utilizing the common application should follow the application instructions published online by the common application.

All applicants must send supporting application materials--official transcripts, recommendations, and personal statement (if not submitted online) to:
LIU Brooklyn
Admissions Processing Center
15 Dan Road, Ste. 102

Canton, Massachusetts 02021

- Place the credential cover sheet (found online at www.liu.edu/brooklyn/forms or as part of the paper application) as the top sheet of the package sent to the processing center.
- Do not send slides, photographs, portfolios, CDs, DVDs, awards, newspaper articles, checks or cash.
- SAT, ACT, TOEFL or IELTS score are to be sent electronically to LIU Brooklyn (Code: 2369) from the testing agency or sent directly to the LIU Brooklyn Office of Admissions.
- International applicants please forward all materials to the LIU Brooklyn Office of Admissions.

Admission to the University

Freshman Students

Entering freshmen are admitted with the expectation that they will profit from the educational opportunities provided by LIU Brooklyn. Students are reviewed and admitted, in most cases, directly into a bachelor's degree program. Some professional degree programs offer undergraduate students the opportunity to prepare for the professional phase by admitting to a "pre-professional" track. Under those circumstances, admission to the professional phase is not guaranteed and students may be required to apply for progression through the department for admission to the professional phase once the necessary coursework has been completed.

The Office of Admissions will take into consideration for final admission decision the following: grades in high school and, if applicable, in college-level course work; prior academic record relative to the program applied for; SAT/ACT test scores; tests of English as a foreign language (TOEFL, IELTS or iBT); personal statement; letter(s) of recommendation; interview (if required by department); portfolio/audition (as required by department). Additionally, students' applications will be assessed for evidence of academic progression and potential for success at the university level. Evidence of leadership, community service, and life experience affecting students' previous academic record will be taken into account but may not affect the final admission decision if the student is not academically prepared for direct admission to their program of choice or for admission to one of the university's alternative admission programs. Students must provide the Office of Admissions a final, official high school transcript prior to finalizing enrollment at the university.

Most applicants accepted as freshmen have completed a college preparatory program including*:

- 4 Carnegie units of English
- 3 Carnegie units of mathematics (algebra I, II and geometry)
- 3 Carnegie units of sciences (w/laboratory)
- 3 Carnegie units of social science

- 2 Carnegie units of foreign language (in sequence)

Candidates for the Bachelor of Science degree who plan to major in natural science or mathematics are strongly recommended to include in their high school preparation intermediate algebra (algebra II), trigonometry, one unit of biology, and one of chemistry or physics.

*Additional academic requirements may be required, or strongly recommended. Please review the individual program sections of this catalog for more details.

Transfer Students

LIU Brooklyn welcomes students from two-year or four-year regionally accredited colleges/universities. A transfer student's application for admission will be reviewed on the basis of work done as a matriculated student, provided the student has demonstrated competence in the equivalent coursework to the degree/program in which they are applying. Students presenting fewer than 24 transferrable credits will also be evaluated based on their high school (or equivalent) coursework.

In some cases, students may apply for a second bachelor's degree if they are changing careers or pursuing a professional degree like nursing or pharmacy. However, bachelor's degree holders may, in some cases, be better candidates for advanced or graduate degree programs. The granting of transfer credit does not affect specific divisional or departmental requirements.

A credit evaluation of previously completed coursework will be included as part of the student's final decision process, but may not always accompany the student's admission decision. An official evaluation will be posted to the student's LIU Brooklyn record when final official transcripts have been received by the Office of Admissions. All final official transcripts must be received prior to the student starting his or her studies at LIU Brooklyn.

Coursework is transferrable to LIU Brooklyn if it is equivalent to a course currently offered at LIU Brooklyn and was earned at a regionally accredited college or university with a grade of C or better. Courses not approved for transfer through the admissions process may be reviewed at the departmental level and after approval credited to the student's transcript. Other transferrable credit considered may include: advanced placement credit (3 or higher in all subjects), international baccalaureate credit (HL 4, SL 4 or higher), advanced levels (A,B, or C), CLEP (score of 50 or higher) and Excelsior College credit.

To qualify for the bachelor's degree, students admitted with advanced standing must complete in senior residence a minimum of 32 credits, including 15 credits of advanced work in their major in all schools and faculties. Advanced standing credit is provisional until students have completed at least 32 credits with a grade point average of 2.0 (C). To qualify for graduation, all

students must also complete all other graduation and major requirements, including the requisite number of credits in the liberal arts and sciences.

Students wishing to transfer from other campuses of LIU are required to complete the internal transfer form and must be in good academic standing. Transcripts and copies of the student's original records will be sent upon filing a request form. Admission to LIU Brooklyn programs is not guaranteed and is subject to a complete application evaluation.

LIU Brooklyn may admit recipients of associate degrees from accredited community or junior colleges. Such students will be accepted as juniors in the bachelor's degree program with full value of credit (60 or 64 credits), unless they have specialized in a highly technical or professional program, and will be programmed for their junior year as if they had completed all of the first two years of required work. In their subsequent required credits, they will be expected to complete the requirements of the chosen major and continue so far as possible toward completing other LIU requirements, except that the total number of credits will not normally exceed 128.

Possible exceptions to the foregoing may occur for education majors, physical education majors, health science majors, professional phase pharmacy students, professional phase nursing majors, science majors, accounting majors intending to qualify to sit for the CPA examinations, students intending to major in a field other than that for which they received the associate degree, professional phase pharmacy students, and students planning to prepare to teach at the secondary school level.

To qualify for the bachelor's degree, all students must also complete the requisite number of credits in the liberal arts and sciences. Transfer students are evaluated for their prior academic achievement for their ability to meet curricular requirements for the intended program of study at LIU Brooklyn. Cumulative grade point averages as well as grade point average for specific areas of study (e.g., overall science GPA) may be considered for admission to specific areas of study.

LIU Brooklyn has articulation agreements with Kingsborough Community College, LaGuardia Community College, Borough of Manhattan Community College, New York City College of Technology, and Bergen Community College for selected plans of study in the School of Business, Public Administration and Information Sciences, the School of Education, and the School of Health Professions.

Residence Requirement

To qualify for an undergraduate degree at LIU Brooklyn, a student must complete in senior residence a minimum of 32 credits, including 15 credits of advanced work in his or her major. In the School of Business, Public Administration and Information Sciences, a student must complete 12 credits of advanced work in his or her major.

Students enrolled in LIU Brooklyn programs at

branch campuses or off-campus sites must register for and complete residency requirements (usually six credits) at LIU Brooklyn.

International Students

International students are welcomed to study at LIU Brooklyn. Freshmen and transfer students are evaluated for overall academic achievement as well as English language proficiency. Students meeting the academic admission standards for a program of study but not meeting English proficiency requirements may be offered conditional admission to LIU Brooklyn. Students offered conditional admission may enroll in a degree program after successfully completing the ELI level 8 of the Intensive English Language Program or providing evidence of English proficiency.

In order to enter the United States to study, an international student will need a Certificate of Eligibility for Non-immigrant (F-1) Student Status (SEVIS Form I-20). When applying for an F-1 visa, the applicant must submit a valid Form I-20 to the United States Embassy or Consulate in his or her country. In addition to these forms, the applicant will have to present a passport and evidence of financial support.

LIU requires the following information to prepare a Form I-20:

- Name – first and last (exactly as it appears on one's passport)
- Address (foreign home address)
- Mailing address (if different from home address)
- Country of citizenship
- Country of birth
- Copy of passport (pages with biographical information only)
- SEVIS number (if previously assigned to by the INS)
- Copy of current I-20 (if currently studying in the United States)

LIU will send the I-20 form to the applicant after he or she has gained admission, submitted evidence of financial support and submitted the tuition deposit in the amount of \$200 (USD).

Veterans

LIU Brooklyn welcomes applications from veterans and encourages them to take full advantage of their G.I. Bill benefits. Candidates are required to submit a copy of form DD214, Report of Separation, and Certificate of Eligibility or Notice of Basic Eligibility (NOBE) for National Guard to the Office of Admissions. We accept military transcripts for credit as well. A veteran's counselor is available to assist in admissions and funding procedures. For further information, contact the veteran's admissions counselor in the Office of Enrollment Services.

Visiting Students

Students attending and in good standing at other accredited colleges or universities who wish to enroll at LIU Brooklyn may apply as visiting students (non-matriculated). Inquiries should be

directed to the Office of Admissions. Admission as a visiting student does not imply admission to a degree program at LIU Brooklyn, and visiting students are not eligible to receive LIU Brooklyn financial aid. Visiting students who wish to pursue a degree at LIU Brooklyn must apply at the Office of Admissions.

Notification of Admission Decision

Please note: the Office of Admissions utilizes a blend of mediums to communicate with students including: traditional mailings through USPS, email, Facebook notifications and telephone outreach. Please be sure to check all addresses and points of contact for messages from the Office of Admissions and other enrollment offices and notify us promptly of any changes in address.

Acceptance

Students will be notified of the admissions decision, including the program of study if admitted, shortly after all the necessary documents (application, official transcript(s), and official test score report) are received. Students admitted on or before April 1 for the fall term are required to indicate their intent to enroll no later than May 1. Students admitted after April 1 for the fall term, or admitted for the spring term, are required to indicate their intent to enroll by the date indicated on their offer of admission. Students must indicate their intent to enroll by submitting a \$200 USD non-refundable deposit (check, money order or they may submit their deposit online in their MyLIU portal); the deposit amount may vary for some programs of study. Please refer to the offer of admission for the exact amount required. Some students may also need to make additional deposits to secure housing. The deposit is applied to the first semester's tuition. Students with questions about the required deposit should contact the Office of Admission for assistance.

Consideration for Alternative Choice Majors

Applicants not offered admission to their primary choice of study will be evaluated automatically for alternative choice majors. Students not admitted to the university are strongly encouraged to pursue other academic options and are welcome to reapply for a future term.

Wait List

In some cases, depending on space availability, the Office of Admissions may offer a candidate a place on a wait list. The LIU Brooklyn wait list decision is neither an offer of admission nor a decision to deny admission. The wait list indicates that the student will be notified, generally after May 1st, if space has become available in the program of choice. Students offered a place on the wait list will be given the opportunity to indicate an alternate choice of program, if not listed on the application, for admission review. Admission to the alternate choice of review is not guaranteed.

Students admitted to the alternate choice program will no longer be eligible for admission to the original choice of major and taken off the wait list for that program.

Students who elect to remain on the wait list will be notified about the status of the wait list no later than July 1st; if students are placed on the wait list after July 1st the Office of Admissions will notify students of their status no later than August 15th .

In the event that space is not available, the Office of Admissions will notify students and provide the students the opportunity to select an alternative major. Admission to an alternative choice of major is not guaranteed.

Requests to Defer Admission or Application to a Future Term

Students admitted for a current/active term may request to enroll for up to one academic year. In order to qualify for a deferral, students must:

- Be admitted
- Not have already attended a class/course for term admitted
- Indicate prior to the start of the term the student wishes to enroll for a future term
- Successfully complete all coursework presented for evaluation; ensure that all final transcripts are received and have met terms of enrollment.

Students who wish to "defer" are not intending to enroll in courses at any other college or university. Students who are granted a deferral will be moved to a future term without re-evaluation of academic record.

Applicants who are not eligible to be granted a deferral may instead request that their application be moved to a future term for consideration. However, admission for that future term is not guaranteed; applicants must submit all updated academic records for reevaluation for admission. Students who are under consideration for admission to a future term may elect to enroll at another college or university for the interim between original application term and future intended enrollment term.

New Student Enrollment

Once students have completed the commitment process to enroll at LIU Brooklyn they are required to complete several steps that will prove useful for a seamless transition to the LIU Brooklyn community. The following outlines the New Student Enrollment process:

- International students are required to pay a deposit in order to receive their I-20. Once students receive their I-20 released by LIU Brooklyn they are able to begin the process of obtaining an F-1 visa to study in the United States.
- Students are required to submit all final official transcripts (high school and/or college transcripts) prior to finalizing enrollment in the fall.

- Students may also be required to submit additional information or meet admissions conditions (some conditions may require completion through the student's first semester or first year of study). It is the student's responsibility to follow through with completing their admission/enrollment conditions. Failure to do so may impact future term registration.
- Students planning to live on campus are required to submit a separate housing deposit along with a housing application. Students who submit an application are not guaranteed housing. However, every effort will be made to meet students' request for accommodations.
- Students are strongly encouraged to complete the Free Application for Federal Student Aid (FAFSA). The FAFSA is used to award students financial assistance including any university merit-based scholarships that the student is awarded.
- Students are required to complete and return health and immunization forms to the university Office of Campus Life.
- Freshman students will receive mathematics and English placement information from the LIU Promise office prior to attending New Student Orientation. Transfer students with fewer than 24 credits and no evidence of completing the equivalent of the LIU Brooklyn English and mathematics requirements will be required to take the LIU Brooklyn placement exam.
- Students who wish to continue foreign language studied in high school must be placed at the appropriate level by the Department of Foreign Languages and Literature.
- All new students are strongly encouraged to attend New Student Orientation to register for their first semester courses and activate their MyLIU account. International New Student Orientation is held immediately preceding the start of the semester. Students will be able to sign-up for a New Student Orientation date once they have committed to attending the university.
- Students admitted to the professional phase of the nursing program are required to take the Test of Essential Academic Skills (TEAS) from the Assessment Technologies Institute, LLC (ATI). The TEAS Examination scores are valid for one year after the date of the test.
- Students must obtain a minimum score as determined below in each separate area of English, mathematics, science and reading as follows:
 - English 62%
 - Mathematics 60%
 - Science 45%
 - Reading 65%
- Students who decide not to enroll at LIU Brooklyn after committing to enrollment must:
 - Contact the Office of Admissions
 - Notify the Registrar in the Office of

Enrollment Services in writing (if registered for courses)

- Contact Financial Aid, in the Office of Enrollment Services

These steps are important if you make alternate plans for enrolling; failure to complete the notification process may have serious financial implications especially if you have registered for courses and a bill has been generated for your tuition and/or housing.

Arthur O. Eve Higher Education Opportunity Program (HEOP)

Kamel Boukerrou, Director

718-488-1043

The Arthur O. Eve Higher Education Opportunity Program (HEOP) grants are available for entering freshmen and a limited number of transfer students from other HEOP, EOP, College Discovery and SEEK programs. The Arthur O. Eve Higher Education Opportunity Program is a New York state-funded five-year program of study, specially designed for students who are educationally and economically “disadvantaged.”

Supportive services, including a six-week pre-freshman summer program; peer mentoring; tutorials, academic, financial, personal and career counseling; and a program of developmental courses (for those identified as needing such a program) are available for Arthur O. Eve HEOP students. The program’s office is located in room 410 of the Pratt Building.

The Arthur O. Eve HEOP grants are renewable for succeeding years depending on continued announcements of awards from the New York State Education Department to LIU. In addition, the student must maintain a satisfactory academic average, remain in a full-time regular degree-seeking classification, and demonstrate continued progress toward a degree.

In order to be eligible for benefits under Arthur O. Eve HEOP, a student must:

1. Be both economically and educationally “disadvantaged” according to the New York State Education Department guidelines;
2. Be a graduate of a high school approved and accredited by the New York State Education Department, or have a New York State Equivalency Diploma, or an Armed Forces Equivalency Diploma;
3. Have potential for the successful completion of a postsecondary program;
4. Be a resident of New York State for 12 months before the date of application, and
5. Apply to the Tuition Assistance Program and Pell Grant Program.

Students enrolled at LIU Brooklyn in the Arthur O. Eve Higher Education Opportunity Program are admitted under fully matriculated status.

For further information, write:

Kamel Boukerrou, Director

The Arthur O. Eve Higher Education Opportunity Program

Room P-410

LIU Brooklyn

1 University Plaza

Brooklyn, NY 11201-5372

Enrollment and Admission Programs

Plan for Academic Success (PAS)

The PAS program will review applicants who do not meet the requirements for admission directly into their intended program of study. Students offered admission into PAS will be considered based on their scholastic background and their potential for future success at LIU Brooklyn.

PAS provides students a unique supportive environment where they are introduced to student services, workshops, group advising sessions, and social/community-based programs designed to foster their success at the university/collegiate level.

Plan for Academic Success students are assigned a counselor who will assist in selecting classes needed to pursue their degree interests, assist in personal development and monitor the student's overall progress. Students completing PAS will earn an associate’s degree and then transition seamlessly into one of the bachelor’s degree granting programs for which they may be eligible.

Advanced Placement

Candidates who have taken courses in high school under the Advanced Placement Program of the College Entrance Examination Board should arrange to have their scores sent to the Office of Admissions. Placement or credit (or both) may be granted for work that meets certain levels of achievement.

International Baccalaureate

Students enrolled in the International Baccalaureate degree program may receive college-level credit for their exam results. Students receiving a 4 or higher (HL, SL) will receive the appropriate equivalent credit at LIU Brooklyn.

College Level Examination Program (CLEP)

Candidates who have participated in the College Level Examination Program of the College Entrance Examination Board should arrange to have their scores sent to the Office of Admissions. Candidates who have taken A level exams will be considered for college-level credit with an A, B, or C. Students who have taken CAPE will be considered for college-level credit with a 1, 2, or 3. Subject exams must be equivalent to a LIU Brooklyn course to receive transfer credit.

Adult Degree Completion Program

LIU Brooklyn's degree completion program provides guidance for adult students who are interested in going back to school to earn or to complete a degree, as well as those who are returning to enhance professional credentials or simply to enrich their lives.

Online Portfolio for Adult Learners (OPAL)

OPAL (Online Portfolio for Adult Learners) is a program developed to assist adult students in earning credit for life experiences. Through a guided seminar class, First Year Seminar I for the Adult Degree Completion Program, students will design an e-portfolio to document how life experiences may match academic course work, allowing them to earn credit toward completing a degree. Through OPAL, and any other previously earned transferable college credit, students may decrease the time normally required to complete a bachelor's degree. Additionally, students may opt to take a CLEP examination for college-level credit. Refer to the "Advanced Placement, International Baccalaureate, and College Level Examination Program" sections for more information about alternative forms of receiving advanced credit.

Graduate Admissions Preparedness Program (GAPP)

The LIU Graduate Admissions Preparedness Program (GAPP) permits LIU Brooklyn and LIU Pharmacy alumni who have held their undergraduate or professional degrees for two years or longer to register for a lifetime maximum of 12 credits in credit-bearing undergraduate courses at LIU Brooklyn for which pre-requisites have been completed. Some courses may require department approval. A \$200 registration fee is required per semester, but tuition is waived. Continuing Education and certificate courses are excluded from this program. This program may enable alumni to undertake basic coursework, which may not have been completed as an undergraduate, in order to pursue a graduate degree. Participants may not register until the first week of classes. For further information, contact the Office of Admissions.

Student Support Services

Services for Disabled or Academically At-Risk, Low Income, First Generation Students

Students in need of additional support may investigate the services offered through the Student Support Services Program for physically and/or learning disabled and/or academically at-risk first generation low income students. This federally funded TRIO program provides students coordinated services to address individual needs related to their disabilities or academically at-risk factors that would otherwise not afford students the educational and future career opportunities available to them through a degree of higher education.

Students do need to apply for additional

services and/or admission to the program. To find out about services please contact the Office of Student Support Services at 718-488-1044.

Readmission

Students who have interrupted their studies for a semester (summer sessions not included) are required to file a readmission application with the Office of Admissions. Readmitted students must fulfill graduation requirements in effect the year of readmission.

Probationary students who withdrew from the university and are applying for readmission must have the approval of the appropriate dean from the school at which the student was last enrolled as a student. Students wishing to return to the Harriet Rothkopf Heilbrunn School of Nursing or LIU Pharmacy may require the appropriate dean's permission. Students wishing to change their program will then be advised through the admission process and evaluated for admission into their new program of study.

Students who have been suspended or dismissed for academic reasons must have their applications for readmission referred to the appropriate committee on scholastic standing. To allow sufficient time for review, it is strongly encouraged that readmission applications for dismissed students be filed no later than August 10 for the fall semester, January 10 for the spring semester, and May 10 for the summer semester.

New York State Immunization Law

The New York State Health Department requires college and university students born on or after January 1, 1957 to be immunized against measles, mumps and rubella. All full-time and part-time students intending to register for 6 or more credits, in an approved degree or registered certificate program at the university, must show proof of immunity before they can register for classes. In addition, New York State requires that LIU Brooklyn maintain a record of each student's response to the meningococcal disease and vaccine information regardless of their date of birth. The form must be signed by the student and contain either a record of meningitis immunization within the past 10 years OR an acknowledgement of meningococcal disease risk and refusal of meningitis immunization signed by the student. Students who take classes remotely, or who are and will not be physically present at the university are not required to provide proof of immunization.

For information on student procedures for complying with this law, please contact Office of Campus Life at (718) 488-1042.

Graduation Rate

As reported to the U.S. Department of Education in spring 2016, the graduation rate for first-time, full-time, bachelor's degree seeking undergraduates who enrolled in fall 2009 was 28 percent.

LIU BROOKLYN HONORS COLLEGE

The LIU Brooklyn Honors College is a nationally recognized liberal arts program for undergraduate students in all disciplines at LIU Brooklyn. It is designed to assist students to become critical and independent thinkers. That goal is accomplished through an enriched core curriculum in small, seminar-style liberal arts classes that stress student participation and independent learning. The Honors College also gives students freedom to design their own majors (see contract major). Within the university, the Honors College mission is to develop an active community of learners, providing opportunities for intellectual support, social interaction, and leadership development.

The Honors College is active in national organizations representing honors students and undergraduate research. Honors College students are encouraged to shape their own education in a variety of ways. They may do so by taking a broad range of courses outside their areas of concentration, by attending national and regional conferences involving undergraduate research, and by participating in national and international Honors Semesters sponsored by the National Collegiate Honors Council (NCHC).

Admission to the Honors College requires an additional application process. Once admitted to LIU Brooklyn, students should apply directly to the Honors College.

For information, please contact the director's office at 718-780-4023, fax 718-780-4061 or email bkln-honors-staff@liu.edu.

James P. Clarke, Ph.D.,

Director

Melissa Antinori,

Associate Director

Honors College

Honors College Requirements

First-year students typically take the Honors College sequence of literature, history, and philosophy courses organized around a central theme. Completion of the Honors College sequence satisfies all Writing Across the Curriculum (WAC) requirements outside the major. The Honors College also offers courses that enable students to complete their social science, fine arts, speech and foreign language requirements in an honors environment. At the upper-level, the Honors College offers advanced liberal arts electives representing a range of themes taught by faculty from all departments at the university, including the sciences, humanities, the arts, journalism, and the social sciences. The advanced electives utilize field experience, independent research, and the extraordinary resources of New York City to provide students with a unique learning experience. Topics vary each semester— current and recent offerings can be viewed on the Honors College website.

In order to graduate with the Honors College designation on their diploma, students must be in good standing with the program and must complete the honors first-year sequence, other honors equivalents for core courses, and at least three honors advanced electives. Transfer students who have already satisfied their core liberal arts requirements may graduate with honors by completing four honors advanced electives. Students must also achieve a cumulative grade point average of 3.0 or higher by the time of graduation.

Program Model

The Honors College requires students to take the humanities and social science core courses in their major for which there is an honors equivalent offered. Beyond the core requirements, Honors College students must take three honors advanced electives (9 credits) or, for students transferring into the Honors College who have already completed the non-honors core, four honors advanced electives (12 credits). All Honors College requirements are built into the requirements of any given major. The Honors College does not require that students take additional credits to graduate.

Contract Major

If a major is not offered by the university, an Honors College student may design his/her own major in consultation with an Honors College advisor and the appropriate faculty. Students interested in a contract major must be in good standing with the program and will need the permission of the Honors College director and the approval of the appropriate faculty and the relevant dean. Applications will not be accepted until students have completed at least 32 credits. Interested students should contact their Honors College advisor immediately. Contract majors in

the past have included degrees in bio-psychology, international relations, and public relations.

Honors Independent Study

Honors College students in good standing may register for independent study. Prior agreement from a faculty mentor and approval of the Honors College director and the dean of Richard L. Conolly College are required. Independent study may satisfy up to six credits of honors advanced elective requirements.

Distinction in Honors

Any final project for an honors advanced elective may be expanded, under the guidance of a faculty mentor, into a substantial paper. Review of the paper by the faculty mentor, approval by an Honors College director, and presentation at a year-end Honors College symposium are required to achieve Distinction in Honors at graduation. Interested students should contact their Honors College advisor.

B.A. in Interdisciplinary Major

B.A., Interdisciplinary Major

Graduation Requirements

Students must satisfy the placement, proficiency, First Year Seminar* and core curriculum criteria outlined in the Graduation Requirements section of this bulletin. Honors College students are required to complete a set of courses that are equivalent to and meet the humanities, social science, and communication, visual & performing arts core requirements.

Core Curriculum requirements for Honors College students are summarized below:

Core Seminar	Not required
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Humanities

English Composition	Not required
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English Literature	6 credits
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Philosophy	6 credits
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Foreign Language **	6 credits
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Social Sciences

History	6 credits
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Social Sciences	6 credits
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Science and Mathematics

Mathematics ***	3 - 4 credits
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Science ****	8 - 10 credits
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Communication, Visual & Performing Arts

Speech	3 credits
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Visual & Performing Arts	3 credits
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* Honors College students are required to take the honors version of First Year Seminar (FYS 1H).

** Foreign Language Core: Honors College

students should consult with their Honors College advisor regarding their foreign language core requirements.

*** Mathematics Core: Honors College students must follow the mathematics core requirements of their selected major.

**** Science Core: Honors College students must follow the science core requirements of their selected major.

Major Requirements

The Honors College requirements fit into all majors. In addition to completing the Honors College core curriculum requirements, students must complete 3-4 honors advanced elective seminars. Students should consult individual departmental major requirements in this bulletin for specific requirements within their major beyond the Honors College core and electives.

Honors College Advanced Elective

Requirement:

Students who have completed the Honors College sequence of literature, history, and philosophy are required to take three 100-level honors advanced elective seminars (9 credits) to complete the Honors College requirements. Students who transfer into Honors College after completing the core requirements must take four 100-level honors advanced elective seminars (12 credits) to complete the Honors College requirements.

Credit and GPA Requirements

Minimum Total Credits: 128

Minimum Liberal Arts and Sciences Credits: 96

Minimum Major Credits: 31

Minimum Credits in Courses >100 Level: 48

Minimum Major GPA: 2.0

Minimum Overall GPA: 2.0*****

***** Honors College students must maintain a cumulative GPA of 3.0 or above to receive, upon graduation, the Honors College designation on their diploma and transcript.

B.S. in Interdisciplinary Major

B.S., Interdisciplinary Major

Graduation Requirements

Students must satisfy the placement, proficiency, First Year Seminar* and core curriculum criteria outlined in the Graduation Requirements section of this bulletin. Honors College students are required to complete a set of courses that are equivalent to and meet the humanities, social science, and communication, visual & performing arts core requirements.

Core Curriculum requirements for Honors College student are summarized below:

Core Seminar	Not required
--------------	--------------

Humanities

English Composition	Not required
---------------------	--------------

English Literature	6 credits
Philosophy	6 credits
Foreign Language **	6 credits

Social Sciences

History	6 credits
Social Sciences	6 credits

Science and Mathematics

Mathematics ***	3 - 4 credits
Science ****	8 - 10 credits

Communication, Visual & Performing Arts

Speech	3 credits
Visual & Performing Arts	3 credits

* Honors College students are required to take the honors version of First Year Seminar (FYS 1H).

** Foreign Language Core: Honors College students should consult with their Honors College advisor regarding their foreign language core requirements.

*** Mathematics Core: Honors College students must follow the mathematics core requirements of their selected major.

**** Science Core: Honors College students must follow the science core requirements of their selected major.

Major Requirements

The Honors College requirements fit into all majors. In addition to completing the Honors College core curriculum requirements, students must complete 3-4 honors advanced elective seminars. Students should consult individual departmental major requirements in this bulletin for specific requirements within their major beyond the Honors College core and electives.

Honors College Advanced Elective

Requirement: Students who have completed the Honors College sequence of literature, history, and philosophy are required to take three 100-level honors advanced elective seminars (9 credits) to complete the Honors College requirements.

Students who transfer into Honors College after completing the core requirements must take four 100-level honors advanced elective seminars (12 credits) to complete the Honors College requirements.

Credit and GPA Requirements

- Minimum Total Credits: 128
- Minimum Liberal Arts and Sciences Credits: 64
- Minimum Major Credits: 31
- Minimum Credits in Courses >100 Level: 48
- Minimum Major GPA: 2.0
- Minimum Cumulative GPA: 2.0*****

***** Honors College students must maintain a cumulative GPA of 3.0 or above to receive, upon graduation, the Honors College designation on

their diploma and transcript.

Honors College Core Equivalencies

Equivalents in General Core and Honors College Core

<u>General Core Curriculum</u>	<u>Credits</u>
FYS 1	1
ENG 16	3
COS 50	3
ENG 61-64	6
PHI 61, 62	6
Foreign Language	6
ART/MUS/DNC or THE 61	3
HIS 1, 2	6
Social Science *	6
PSY 3 **	3
SPE 3	3
Upper Level Liberal Arts	48

Honors College Core Equivalents

	<u>Credits</u>
FYS 1H	1
ENG 16 ***	0
COS 50	0
HEG 21, 22 (Honors Literature)	6
HHP 21, 22 (Honors PHI)	6
Honors Foreign Language ****	6
HAR 21, 22 (Honors Art) *****	3
HHI 21, 22 *****	6
HSS 21, 22 (Honors Social Science)	6
HPS 21 (Honors PSY)	3
HSP 21, 22 (Honors SPE)	3
Honors College Advanced Electives	9 or 12

The Honors College core in the humanities and social sciences replaces the humanities and social science general core. To graduate with the Honors College designation on the diploma and transcript, students must complete the Honors College core curriculum (only those core courses required by their major or professional program), as well as three honors advanced electives. Note: Athletic Training, Nursing, and Education majors require two honors advanced electives. Students who join the Honors College after they complete the core curriculum or the equivalent in transferred credits take 12 credits of honors advanced electives to complete the Honors College requirements.

Please contact the Honors College for descriptions of each semester's advanced electives, as the offerings change each semester.

If you have any questions about Honors College requirements or the core, please ask the Honors College directors, James Clarke (718-488-1657) or Melissa Antinori (718-488-1658).

* Business majors are required to take ECO 1 and ECO 2 to satisfy the social science core requirements.

** For some majors, one social science is designated as Psychology (PSY 3). The honors equivalent is HPS 21.

*** ENG 16 and COS 50 are waived for students taking the full Honors College sequence: HEG 21, 22; HHP 21, 22; HHI 21, 22. Students who have placed into ENG 14 and who are provisionally accepted into the Honors College may, if it is recommended by their Honors College advisor, take an accelerated composition course (ENG 16H).

**** Foreign language is not required of Business or Pharmacy or School of Health Professions majors. For majors with a foreign language requirement, you may take any foreign language offered by LIU. The Honors College currently offers equivalents for Spanish (HLS 21, 22) and French (HLF 21, 22).

***** ART/MUS/DNC/THE 61; (Honors College equivalent HAR 21 or 22) is required only of Richard L. Conolly College and School of Education students.

***** Honors College history is taken in conjunction with honors literature and honors philosophy as part of the Honors College sequence.

Honors Courses

HAR 21 Art, Music, and Dance in Social Context

An introduction to the language of the arts as well as the methodologies used to analyze and appreciate the arts. HAR 21, American Modern, focuses on Modernism in America, tracing the development of modern music, art and dance from the early 20th century (1900) through the 1940s. The historical, social and cultural trends that emerged in this period-and how and why they influenced the arts-will also be studied.

Student must be part of the Brooklyn Honors Student Group in order to register for the course.
Credits: 3
Every Fall

HAR 22 Art, Music, and Dance in Social Context

Introduction to the language of the arts as well as methodologies used to analyze and appreciate the arts. HAR 22, American Postmodern, examines the roots of Postmodernism and traces its development in music, art and dance from the 1950s to the present. The historical, social and cultural trends that emerged in this period-and how and why they influenced the arts-will also be studied.

Student must be part of the Brooklyn Honors Student Group in order to register for the course.
Credits: 3
Every Spring

HEG 21 Literature of the Human Imagination

Introduction to nature and function of literature. Emphasis is on critical skills needed for appraisal and interpretation of literature. Texts are selected from all genres and reflect literature of historical and contemporary cultures around the globe. Taken in conjunction with Honors History (HHI 21) and Honors Philosophy (HHP 21). Satisfies English and WAC requirements for graduation.

Student must be part of the Brooklyn Honors Student Group in order to register for the course.
Credits: 3
Every Fall

HEG 22 Literature of the Human Imagination

Introduction to nature and function of literature. Emphasis is on critical skills needed for appraisal and interpretation of literature. Texts are selected from all genres and reflect literature of historical and contemporary cultures around the globe. Taken in conjunction with Honors History (HHI 22) and Honors Philosophy (HHP 22). Satisfies English and WAC requirements for graduation.

Student must be part of the Brooklyn Honors Student Group in order to register for the course.
Credits: 3
Every Spring

HHE 100 - 192 Honors Advanced Elective Seminar

An interdisciplinary seminar that engages students in explorations of unique topics proposed by faculty from departments and programs across the

university and occasionally from members of the professional world. Seminar topics are first reviewed and approved by members of the Honors College and the Honors Advisory Board. Faculty teaching Honors Advanced Elective Seminars are encouraged to integrate experimental and non-traditional pedagogies into their courses, including field trips, workshops, and student organized exercises. Topics change each semester.

Student must be part of the Brooklyn Honors Student Group in order to register for the course.
Credits: 3
Every Semester

HHE 195 Honors Independent Study

A student-initiated research project undertaken in conjunction with a faculty mentor. Students must submit a written proposal outlining the project objectives, a bibliography, and a clear statement of how the student will be evaluated. The proposal requires approval by the faculty mentor and the Director of Honors.

Student must be part of the Brooklyn Honors Student Group in order to register for the course.
Credits: 3
Every Fall

HHE 196 Honors Independent Study

A student-initiated research project undertaken in conjunction with a faculty mentor. Students must submit a written proposal outlining the project objectives, a bibliography, and a clear statement of how the student will be evaluated. The proposal requires approval by the faculty mentor and the Director of Honors.

Student must be part of the Brooklyn Honors Student Group in order to register for the course.
Credits: 3
Every Spring

HHE 197 Honors Independent Study

A student-initiated research project undertaken in conjunction with a faculty mentor. Students must submit a written proposal outlining the project objectives, a bibliography, and a clear statement of how the student will be evaluated. The proposal requires approval by the faculty mentor and the Director of Honors. HHE 197 and 198 are designated for students who have already completed one Honors Independent Study, either HHE 195 or HHE 196.

Student must be part of the Brooklyn Honors Student Group in order to register for the course.
Credits: 3
Every Fall

HHE 198 Honors Independent Study

A student-initiated research project undertaken in conjunction with a faculty mentor. Students must submit a written proposal outlining the project objectives, a bibliography, and a clear statement of how the student will be evaluated. The proposal requires approval by the faculty mentor and the Director of Honors. HHE 197 and 198 are designated for students who have already completed

one Honors Independent Study, either HHE 195 or HHE 196.

Student must be part of the Brooklyn Honors Student Group in order to register for the course.
Credits: 3
Every Spring

HHE 200 New York Stories Seminar

The "New York Stories" seminar is designed to engage students in guided explorations of New York City history and culture. The seminar topics vary and typically involve both on- and off-campus meetings; preparatory readings; written work; site-specific excursions to museums, parks, public spaces, and monuments; attendance at cultural events, small-group work, and presentations of student projects. HHE 200 credit counts toward fulfilling Honors Advanced Elective requirements.

Student must be part of the Brooklyn Honors Student Group in order to register for the course.
Credits: 1
On Occasion

HHE 201 University Honors Special Project

A research project tied specifically to a conference, to presentation of the student's work at a conference, to independent research developed from work initiated in an Honors Advanced Elective Seminar, or to research developed from an Honors travel course. Honors special projects must be approved and closely supervised by a faculty member. Requires the approval of the faculty mentor and the Director of Honors.

Student must be part of the Brooklyn Honors Student Group in order to register for the course.
Credits: 1 to 3
On Occasion

HHE 300 Honors Travel Seminar

The Honors College Travel Seminar is designed to engage students in travel-based and site-specific learning. Typically the itinerary will involve preparatory readings, small-group work, and self-guided exploration of sites relevant to the seminar topic. Students can expect to meet before and after the travel component for an organizational meeting and a final presentation. Topics for the Travel Seminar vary but all seminars include cross-disciplinary methodologies and experiential learning. Honors Travel Seminars are offered during spring break. HHE 300 credit counts toward fulfilling the program's Honors Advanced Elective requirements and can be taken for repeat credit.

Student must be part of the Brooklyn Honors Student Group in order to register for the course.
Credits: 1
Every Spring

HHI 21 Perspectives on Human History

A study of political, economic and social trends in world history aimed at discovering the nature of historical fact. Taken in conjunction with Honors Literature (HEG 21) and Honors Philosophy (HHP 21). Satisfies history and WAC requirements.

Student must be part of the Brooklyn Honors

Student Group in order to register for the course.

Credits: 3

Every Fall

HHI 22 Perspectives on Human History

A study of political, economic and social trends in world history aimed at discovering the nature of historical fact. Taken in conjunction with Honors Literature (HEG 22) and Honors Philosophy (HHP 22). Satisfies the History and WAC requirements for graduation.

Student must be part of the Brooklyn Honors

Student Group in order to register for the course.

Credits: 3

Every Spring

HHP 21 Philosophy and Human Values in Perspective

An introduction to classic texts and problems in the history of philosophy as well as an exploration of the leading traditions of ethical and social thought from the ancient to the early modern world. This course encourages students to reflect on their own values in light of major ethical traditions and in relation to contemporary social issues. Taken in conjunction with Honors Literature (HEG 21) and Honors History (HHI 21). Satisfies the Philosophy and WAC requirements for graduation.

Student must be part of the Brooklyn Honors

Student Group in order to register for the course.

Credits: 3

Every Fall

HHP 22 Philosophy and Human Values in Perspective

An introduction to classic texts and problems in the history of philosophy as well as an exploration of the leading traditions of ethical and social thought from the early modern world to the present. This course encourages students to reflect on their own values in light of major ethical traditions and in relation to contemporary social issues. Taken in conjunction with Honors Literature (HEG 22) and Honors History (HHI 22). Satisfies the Philosophy and WAC requirements for graduation.

Student must be part of the Brooklyn Honors

Student Group in order to register for the course.

Credits: 3

Every Spring

HLS 21 Honors Spanish

An introductory speaking, reading, and understanding Spanish course that places a major emphasis on learning Spanish as it is spoken within its cultural context. It is designed to raise the verbal competency of students with little or no prior exposure to the language through the use of Spanish multi-media and exposure to Spanish language oriented cultural and artistic events in New York City. Satisfies the language requirement for graduation.

Student must be part of the Brooklyn Honors

Student Group in order to register for the course.

Credits: 3

Every Fall

HLS 22 Honors Spanish

An introductory speaking, reading, and understanding Spanish course that places a major emphasis on learning Spanish as it is spoken within its cultural context. It is designed to raise the verbal competency of students with little or no prior exposure to the language through the use of Spanish multi-media and exposure to Spanish language oriented cultural and artistic events in New York City. Satisfies the language requirement for graduation.

The pre-requisite of HLS 21 or SPA 11 is required and the student must be part of the Brooklyn Honors Student Group in order to register for the course.

Credits: 3

Every Spring

HPS 21 Honors Psychology

An introduction to the discipline of psychology that explores its major currents of thought, with special investigations into the area of cognitive development. Classes are conducted as seminars, emphasizing active learning and the application of theory to problems. May be used as a prerequisite for advanced courses in psychology.

Student must be part of the Brooklyn Honors

Student Group in order to register for the course.

Credits: 3

Every Fall and Spring

HSM 25 University Honors Seminar

Taken in conjunction with Honors Literature (HEG 21), History (HHI 21), and Philosophy (HHP 21). Hours are arranged each semester as part of the requirement for this course cluster. Pass/Fail only.

Student must be part of the Brooklyn Honors

Student Group in order to register for the course.

Credits: 0

Every Fall

HSM 26 University Honors Seminar

Taken in conjunction with Honors Literature (HEG 22), History (HHI 22), and Philosophy (HHP 22). Hours are arranged each semester as part of the requirement for this course cluster. Pass/Fail only.

Student must be part of the Brooklyn Honors

Student Group in order to register for the course.

Credits: 0

Every Spring

HSM 109 Experiential Methods Seminar

An exploration of themes that lend themselves to investigation from a variety of viewpoints. Although the content of this experiential course varies from year to year, primary research and field-based learning are constants. Satisfies advanced distribution in either Humanities or Social Science.

Student must be part of the Brooklyn Honors

Student Group in order to register for the course.

Credits: 3

Every Fall

HSM 110 Experiential Methods Seminar

An exploration of themes that lend themselves to investigation from a variety of viewpoints. Although the content of this experiential course varies annually, primary research and field-based learning are constants. Satisfies advanced distribution in Humanities or Social Science.

Student must be part of the Brooklyn Honors

Student Group in order to register for the course.

Credits: 3

Every Spring

HSP 21 Political Rhetoric Seminar

An exploration of effective oral communication, with emphasis on analysis of classical and contemporary modes of political rhetoric. Students study oral communication through a variety of media, including written speeches, television, advertising, film and the Internet. Student presentations are an integral part of this course. Satisfies the speech requirement for graduation.

Student must be part of the Brooklyn Honors

Student Group in order to register for the course.

Credits: 3

Every Fall and Spring

HSP 22 Theatre as Social Ritual

An exploration of effective oral communication, with emphasis on the social role of theatre and spectacle, from primitive to modern cultures. Student presentations and reliance on live productions are important elements of this course. Satisfies the speech requirement for graduation.

Student must be part of the Brooklyn Honors

Student Group in order to register for the course.

Credits: 3

Every Spring

HSS 21 Civilization and Social Institutions

An intro to social science. HSS 21 combines disciplinary approaches from various social sciences (e.g., Anthropology, Economics, Sociology, Political Science) to provide students with an understanding of social science methodology, including use of surveys, statistical models, and comparative/cross-cultural analysis. Satisfies 3 of the 6 credit social science requirement for graduation.

Student must be part of the Brooklyn Honors

Student Group in order to register for the course.

Credits: 3

Every Fall

HSS 22 Civilization and Social Institutions

An intro to social science, introducing students to the major economic, political, historical, and social influences that have shaped American culture with the aim of defining problems and methods in the social sciences. Satisfies 3 of the 6 credit social science requirement for graduation.

Student must be part of the Brooklyn Honors

Student Group in order to register for the course.

Credits: 3

Every Spring

ACADEMIC POLICY

Academic Responsibility

Candidates for an undergraduate degree at LIU Brooklyn are expected to know the graduation requirements set forth in this publication. It is the responsibility of the student to draw up an acceptable program of study. All students must seek the counsel of an adviser.

Promotion from Class to Class

Before the commencement of the fall semester, students who have completed 30, 60, or 90 credits become members of the sophomore, junior or senior class, respectively.

Grades and Symbols

The following grades are used:

Grade	Quality Point Equivalent	Grade	Quality Point Equivalent
A	4.000	C+	2.333
A-	3.667	C	2.000
B+	3.333	C-	1.667
B	3.000	D	1.000
B-	2.667	F	0.000
		P	No Point Value

The following symbols are used:

INC (Incomplete)

The symbol INC may be assigned if, for reasons acceptable to the instructor, a student has failed to complete a part of the required course work. An INC is given only at the discretion of the faculty member. It is the student's responsibility to make specific arrangements with the instructor to complete the course work and to have the grade submitted to the Office of the Registrar before the end of the next semester.

If the course is completed within the next semester, both the INC and the final grade will appear on the student's permanent record; that is, satisfactory completion of the course does not eliminate the original "Incomplete" designation.

Any INC grade that is not made up by the end of the next semester becomes an F.

W (Withdraw)

The symbol W is assigned when a student officially withdraws from a course in which he or she was doing satisfactory work. See the procedure for Withdrawal from One or Several Courses (Registration section).

UW (Unauthorized Withdrawal)

The symbol UW is assigned when a student unofficially withdraws from a course. The UW is not computed in the student's average.

U (Unsatisfactory)

The symbol U is assigned in certain proficiency courses when a student has completed all work but in a fashion unacceptable to warrant a passing grade. The student must, therefore, repeat the course in the semester immediately following. The symbol U is not computed in the student's average.

A student may receive only one U symbol in any course. On the second enrollment, the student must either satisfactorily complete the course or receive an F.

Pass/Fail Option

Students will be permitted to opt for a pass/fail grade in a maximum of one course per semester for a total of eight semesters. Such an option does not apply to courses in the student's major, to courses that are prerequisites to or required by the major, or to courses that are used to satisfy the core requirement. Students should consult a faculty adviser and department requirements before exercising the pass/fail option. The election of the pass/fail grading system must be designated at the first class meeting. All requirements of examination and work assigned by the instructor must be fulfilled. If a grade of P is assigned, credits are earned for the course but the grade is not calculated into the GPA. If a grade of F is assigned, the F is calculated into the GPA.

Quality Points

See above under Grades and Symbols for quality points assigned to each grade. The quality points to which a student is entitled are computed by the formula $X = N \times Y$, where X is the number of quality points, N the quality point equivalent assigned to the grade, and Y the number of credits.

The quality point ratio is obtained by dividing the sum of the quality points received in all courses by the total number of credits, including unrepeatable F's.

Quality point ratio computations are carried to the third decimal place from which rounding takes place to the second decimal place. For example, a computed quality point ratio of 2.994 will be rounded down to 2.990. A computed quality point ratio of 2.995 will be rounded up to 3.000. On all official LIU transcripts, a quality point ratio will be displayed to three decimal places with the third decimal place always being zero due to rounding.

To graduate, a student must have a quality point ratio of not less than 2.00 in all work and a 2.00 in the major.

Recognition of Superior Scholarship

Matriculated students who complete at least 12 credits and achieve a grade point average of at least 3.50 in any one semester are put on the Dean's List for that semester. Students who earn a D, F, W, UW, U or INC in any semester, even

though the symbols are subsequently changed to grades, may not be placed on the Dean's List for that semester. A student who does not receive an official grade in any semester will not be placed on the Dean's List until the official grade is handed in, excluding those listed above, that otherwise qualifies the student for the Dean's List.

Students who achieve a grade point average of 3.50, 3.70, or 3.80 for 128 credits may be graduated respectively cum laude, magna cum laude or summa cum laude. Transfer students must have completed at least 60 credits at LIU Brooklyn in order to qualify for such honors.

Attendance and Tardiness

Attendance

All students are expected to attend classes and to participate in classroom activities. Instructors have the right to weigh attendance and class participation in determining grades. Consequently, excessive absences may negatively affect the evaluation of a student's performance.

Freshmen and probationary students are allowed no more than two class-hour absences per credit hour. All students enrolled in science laboratory courses may not be absent for more than 20 percent of laboratory time. Instructors are urged to record attendance in all classes for counseling purposes.

Tardiness

Students are expected to be present from the beginning of a class until the instructor dismisses it. If students arrive late, they may be denied admission or marked absent.

Absence from Tests and Examinations

Absence from Tests and Midterm Examinations

If students absent themselves from any test other than the final examination, the instructor may afford or deny them an opportunity to make up the work that was missed. In such cases, the instructor is the sole judge of the validity of each student's excuse.

Absence from a Final Examination

Students who for any reason are absent from a final examination and who wish to take a deferred final examination are required to file an application for a deferred final examination in the appropriate dean's office within five days of the exam, giving the reason for the absence from the examination.

If the absence was caused by sickness or injury, the application must be accompanied by a medical certificate stating when the illness began or the injury was sustained and the number of days of confinement recommended by the physician.

If the absence was caused by death in the immediate family, the student must inform the dean of the date of the death and his or her

relationship to the deceased.

Academic Good Standing, Probation and Dismissal

The university reserves the right to dismiss at any time students whose academic records are unsatisfactory. To be in good standing, students must make appropriate progress toward fulfilling all requirements of the program in which they are enrolled. Failure to do so will be cause for dismissal.

Students whose scholastic average falls below the following quality point ratios are placed on probation:

- 1.8 if they have accumulated up to 29 credits
- 1.9 if they have accumulated 30 to 59 credits
- 2.0 if they have accumulated 60 credits or more

At the discretion of his or her dean, a probationary student may be required to carry a limited program.

The records of students on probation are subject to review by the appropriate academic committee. Such students may have their probationary periods extended, or they may be dismissed. The committee is the highest authority on questions of probation.

Students with excessive W's or INC's (or both) on their records may likewise be considered as failing to make satisfactory progress toward completion of their programs of study. In that event they may be declared ineligible to continue until they have taken appropriate steps to rectify the situation. The appropriate academic committee is the highest authority on such questions of satisfactory progress. A student remains in good standing until the committee declares the student ineligible to continue.

Academic Integrity

Academic integrity is the practice of honesty and openness in scholarly, creative, and communal endeavors. Academic integrity is multifaceted. It involves, in addition to ethical practices, the avoidance of **plagiarism, cheating**, and other forms of professional and personal misrepresentation and dishonesty.

Integrity is essential to the values and discourses that characterize the academic environment; to the maintenance of the academic community itself; and to the role of the academic community within society at large.

Trust and integrity are integral to any relationship, whether on campus or in later personal and professional life.

Plagiarism and cheating are serious violations of academic integrity that have significant consequences for the student.

Plagiarism:

Plagiarism is the use or presentation of ideas, words, or work that is not one's own and that is not common knowledge, without granting credit to

the originator. Plagiarism may take many forms.

To avoid plagiarism, always cite the source of your information whether from print, electronic/online, or other materials. The guidelines of each individual discipline must be consulted for details specific to that discipline.

It is incumbent upon the student to learn and understand what plagiarism is and how to avoid it.

Cheating includes:

1. falsification of statements or data
2. listing of sources that have not actually been used
3. having another individual write a paper or create a work in lieu of one's own; writing a paper or creating a work for another to use without attribution
4. purchase of a written paper or work for the purpose of submitting it as one's own, or selling a written paper or other work for another's submission as his/her own
5. using written, verbal, electronic, or other sources of aid during an examination (except when expressly permitted, such as on a stated "open-book" exam), or knowingly providing such assistance to another

Please note: This statement and these definitions were agreed upon and accepted by the Faculty Senate of LIU Brooklyn Campus, March 27, 2007. They are to be supplemented by additional principles of academic integrity that are specific to each discipline.

Discipline

Students are expected to conduct themselves in accordance with the normally accepted standards of academic life. That implies that they will conduct themselves with due regard for the rights of others and, in particular, that their behavior will not interfere with the ability of the academic community to carry out its usual academic functions. It also implies that they will observe the usual standards of integrity with regard to the preparation of essays and the taking of examinations. Students are also expected to comply with those reasonable rules of procedure promulgated by a faculty member for the conduct of his or her class or by the college or school for the conduct of its business.

Specifically, students must be aware not only of the performance and intellectual standards of each course, but also of the means acceptable in achieving those goals. Students are expected to study all materials presented and to master them. Students may avail themselves of all sources that will further that mastery—textbooks, the library, student study sessions, tutoring, study aids, and so on. Ultimately, however, the instructor's judgment of a student's performance is based on the student's own intellectual achievement and honesty.

Cheating on examinations and plagiarism of any sort are unacceptable and, if proven, are cause for the most severe penalties up to and including

suspension or dismissal from the university.

The classroom instructor determines the rules of acceptable student conduct during examinations. Each instructor has the right to insist on procedures to ensure the integrity of those examinations: seating arrangements, no communication among students, the restriction of materials available to students during the examination, and so on.

If a student is discovered cheating in a classroom examination or written assignment, either by crib notes or by receiving information from or giving information to a fellow student or by any means not stipulated by the rules of the examination, the instructor has the right to confiscate all test materials from the person or persons involved and give the grade of zero for the examination to the person or persons knowingly involved. The instructor also has the right to fail the students for the course.

Also, students who submit written or other work provably not their own or who submit work with sources inadequately acknowledged or with an inadequate system of documentation for a specific course assignment may be given the grade of zero for the work submitted and a failing grade for the course.

Any breach of discipline may result in disciplinary action, including suspension or dismissal. The Faculty-Student Judicial Review Board, in accordance with its procedures, may hear all cases that may result in suspension or dismissal and will recommend an appropriate course of action to the dean.

The activities of a student may upon occasion result in violation of state or federal law. Respect for the presumption of innocence requires that the institution not impose academic sanctions for the sole reason that a student is or has been involved in criminal proceedings. The institution may, however, impose its own sanctions to protect the safety of other students, faculty and property and to safeguard the academic process. If students, in breaking the law, violate institutional regulations, they will be subject to no institutional penalty greater than that which would normally be imposed.

All matters involving criminal activity will, upon approval of the dean of students, be referred to the appropriate civil authorities for action.

If there is a possibility that testimony or other evidence at an institutional hearing may be subject to disclosure to civil authorities by way of subpoena, the institution's proceedings should be postponed to safeguard the student's right to a fair civil determination.

Appeals Process

Students at LIU Brooklyn may expect a scrupulous regard for their rights as students and individuals and should expect to be treated fairly and with courtesy by all members of the academic community. In any matter in which students feel

that their rights have been violated, or in matters of serious dispute with members of the administration or faculty, students may avail themselves of the following formal grievance procedure:

1. The student will write out a clear statement of the grievance.
2. The student may submit this statement to the staff member involved. The student will be given a written response within a reasonable time.
3. If the student is not satisfied with the response (or initially, if preferred) the student may submit a statement to the appropriate director or department head. The director will review the matter and provide the student with a written response within a reasonable time.
4. If still not satisfied, the student may institute a formal complaint with the dean of the school in which he or she is enrolled. The dean will review the matter, hear the student and staff member where appropriate, and see that the proper action is taken.

The foregoing procedure shall be a formal grievance procedure for the resolution of all student grievances, including those alleging actions prohibited by legislation.

Student complaints brought to the Office of Academic Affairs are investigated and responded to only when the complaint has been addressed at the campus level.

Criminal Background and Drug Testing

A criminal conviction and/or the use of illegal drugs may impede or bar your entry into your chosen field of study. Students seeking entrance into many fields of study including counseling, education, and health and human services professions should be aware that a criminal record can result in the refusal of licensing/certification/registration agencies to issue the credential needed to practice in that field of study. Prospective students are urged to contact the pertinent state and/or federal licensing agency to inquire whether a criminal record will have an impact on licensure or certification eligibility.

Many clinical/field experience affiliates now require the completion of criminal background checks and/or drug testing for employees, volunteers and students affiliated with the site. Therefore, students who plan to participate in a clinical/field experience may be asked to undergo a criminal background check, and/or a drug screen. Students should be aware that our clinical/field affiliates can reject or remove a student from the site if a criminal record is discovered or if a drug test is positive. In the event that a student is rejected from a clinical/field site due to information contained in the criminal background check or drug screen, the student may be unable to complete a required clinical/field experience. In

such an event, the student, may be advised to withdraw from the program.

Definitions

Semester Hour

The unit of credit is the semester hour. It represents 50 minutes of instruction per week for one semester. Each semester hour requires a minimum of two hours a week of private study or laboratory work.

Plan (Major)

The subject in which a student chooses to concentrate is called the plan (major).

Entering and transfer students should affiliate with one of the academic departments or be enrolled in a special program to ensure proper academic advisement. Students may elect to have a double major with the approval of the chair of both departments. Students who wish to change a major may do so only with the written approval of the chair of the department to which they wish to transfer.

The selection of a department with which to affiliate is initiated by the student through the Office of Enrollment Services.

If a student's cumulative average is less than 2.0, the student may change a major only with the approval of the chair of the new department and the dean.

Minors

A minor consists of at least 12 credits in courses numbered over 100 in a department or discipline other than the student's major department. Students should consult department advisers for specific requirements, or they may formulate a thematic interdisciplinary minor with the approval of the chair of their major department and the appropriate dean. (Not all disciplines permit a student to minor in their areas.) A student may complete more than one minor with the approval of the appropriate department chair. Students must submit a Declaration of Minor form to Office of Enrollment Services prior to the end of the final semester of enrollment. Minors cannot be declared (added to a student's record) after the degree has been conferred.

Electives

In every curriculum there are certain courses required of students by their major department and college. In addition, a student is allowed a certain number of credits of choices in courses to complete the 128 credits required for a bachelor's degree or the 64 credits approved for an associate degree. Such course choices are called electives and may be taken in any field in the School of Business, Public Administration and Information Sciences and in any field other than the major in all other schools, provided that the student possesses the necessary qualifications and has completed the prerequisite courses.

Related Curricular Matters

Numbering of Courses

Every course in the curriculum is identified by a number below 100 if it is introductory, above 100 if it is advanced, and above 500 if it is on the graduate level.

Exemptions

A student may be exempted from a basic course and allowed to go into intermediate or advanced work if the chair, the division director or the dean concerned has examined the student to determine that he or she has an adequate knowledge of the work covered. The dean must then inform the Office of Registrar. Such notice must be presented in writing at the time such a decision is made. If the student intends to take no further work in the subject, the chair may also exempt the student from a basic course after a written examination. No credit may be given for courses from which a student has been exempted.

Repeating Courses

Students may repeat any course with the permission of their advisers. To repeat a course more than once, they must have permission of the appropriate dean. Credit will be earned only once, and the second grade (whether higher or lower) will be computed in the student's average. After the second time a student takes a course, all grades except the first will be computed in the student's average.

Readmission

If students have been suspended or dismissed for disciplinary reasons and desire to return to LIU Brooklyn, their applications for readmission are referred to the office of the appropriate dean.

If students have been suspended or dismissed for academic reasons, their applications for readmission will be reviewed by the appropriate dean.

Public Information Policy

The Family Educational Rights and Privacy Act (FERPA) of 1974 specifically provides that a school may provide what they deem "directory information," without the student's consent or as provided by the law. Directory information at Long Island University includes the following: the student's name, enrollment status, class, major field of study, dates of attendance, degrees and awards received, past and present participation in officially recognized sports and non-curricular activities, physical factors (height, weight) of athletes and the most previous educational agency or institution attended. Students who wish to have their directory information withheld can make this election by filing the appropriate form at Office of Enrollment Services.

GRADUATION REQUIREMENTS

Note: Please see the LIU Global section for specific graduation requirements for the B.A. in Global Studies program.

To qualify for a bachelor's degree, all students must complete or be exempted from all required developmental skills mathematics and basic mathematics and the English department writing program. Students must also complete the core curriculum, all required liberal arts and sciences courses, and all other departmental and university requirements announced in the undergraduate bulletin for the academic year in which they were matriculated or readmitted. Specific requirements, substitutions or exemptions, where relevant, are indicated.

Placement Examinations

Entering freshmen may be required to take the LIU Brooklyn placement examination in English and/or in mathematics before registering. Entry into or exemption from English and mathematics courses depends on the results of such placement examinations or SAT/ACT scores. Transfer students will be placed in such courses either on the basis of the LIU Brooklyn placement examinations, appropriate transfer credit, or SAT/ACT scores. All students who do not have SAT/ACT scores, or whose SAT/ACT scores fall below a certain level, will be required to take a placement test.

Developmental Skills and Basic Mathematics Courses

Developmental Skills DSM 01, 0 credits
DSM 09

As determined by placement examinations. DSM 01, or exemption therefrom, is a prerequisite for DSM 09. DSM 09, or exemption therefrom, is a prerequisite for MTH 10, 15, 16.

Basic Mathematics MTH 10* 3 credits

**Entry into or exemption from MTH 10 is required of those majors for whom MTH 30 is required as part of the core curriculum or as a prerequisite for requirements in the major. Unless departments specifically state otherwise, all other majors must register for MTH 15 or 16 after being exempted from or successfully completing all proficiency mathematics courses.*

Note: Proficiency mathematics courses may not be taken on a pass/fail option.

English Department Writing Program -

Developmental Writing Courses

English 13 or 13X* 3 credits

English 14 or 14X* 3 credits

English 13/13X, or exemption therefrom, is a prerequisite for English 14/14X; English 14/14X, or exemption therefrom, is a prerequisite for English 16/16X.

*Courses with an X designation are designed for non-native English speakers and are equivalent to the courses at the same level without the X designation.

Orientation

First Year Seminar FYS 1 1 credit

Note: Required of all entering full-time freshmen and transfer students with less than 30 credits except for students in the HEOP program. Pass/fail grade only.

Core Curriculum

The following core curriculum applies to all units of LIU Brooklyn. Consult program models for specific requirements, changes and exemptions. Core curriculum courses may not be taken on a pass/fail basis.

Any changes in the core curriculum will be required of all students entering subsequently.

Core Seminar COS 50 3 credits

Required for graduation. Transfer students must take this course unless they have an A.A. degree when they are accepted. LIU Brooklyn Honors College students must complete the full freshman sequence to be exempt from the course.

Humanities

Area I: English ENG 16 3 credits
or ENG
16X

ENG 61, 6 credits
62, 63 or
64

Area II: Philosophy PHI 61, 6 credits
62

Area III: Foreign * 6 credits
Language

Social Science (6 credits in each area)

Area I: History HIS 1, 2 6 credits

Area II: Anthropology, ANT 4, 5 6 credits
Economics, Political
ECO 1, 2
Science, Psychology, or
POL 11
Sociology PSY 3
SOC 3

Science and Mathematics

Area I: Biology, or BIO 1, 2 8 credits
Chemistry BIO 3, 4
(for professional majors) CHM 3, 4
CHM 3x,
4x

OR

Physics, Chemistry or PHY 20 10 credits
Biology CHM 21
(for all other majors) BIO 22

Area II: Mathematics ** 3-4
credits

Communication, Visual and Performing Arts

Area I: Speech SPE 3 3 credits

Area II: Art, Dance, *** 3 credits
Music, or Theatre 61

**Not required of Business, Pharmacy, School of Health Professions or Nursing majors. All other students may satisfy the language requirement by completing six credits in foreign language 11, 12 (the six credits must be in one language) or by successfully completing Language 12 or the equivalent. Students with a knowledge of a foreign language may take a placement/exemption examination. Students who are exempted need not take a foreign language, but receive no credit. For information concerning placement/exemption, contact the Department of Foreign Languages and Literature..*

***Science, mathematics, pharmacy and health professions majors (except Physician Assistant and Sports Sciences majors) must register for MTH 30. Teaching, Learning and Leadership majors must register for MTH 11z. Business majors must register for MTH 16. All other majors, including nursing, physician assistant and sports sciences majors, must register for MTH 15 or 16.*

****Required only of Richard L. Conolly College and the School of Education students. Note: LIU Brooklyn Honors College students satisfy the core requirements in the humanities, the social sciences, and communication, visual and performing arts by taking Honors College equivalents.*

Writing Across the Curriculum

The Writing Across the Curriculum (WAC) program is an important component of the LIU Brooklyn core curriculum. The WAC program mission has two goals: (1) to implement and supervise LIU Brooklyn's writing-intensive requirement, and (2) to manifest and support the faculty's emphasis on writing, both in the core and across the disciplines. The LIU WAC program encourages students to recognize that writing is a key to their achieving those goals – common to all disciplines – set forth in the campus's mission statement: the acquiring of essential literacies, and the development of intellectual curiosity, analytic and reasoning skills, and effective communication skills. To this end, throughout their undergraduate careers, students are expected to produce a substantial body of written work in core courses as well as in upper division courses offered by all academic departments. To fulfill their writing-intensive requirement, students must complete

English 16, the core seminar, and a writing-intensive course in their majors. Transfer students with the equivalent of one year of college-level composition are required to complete the writing-intensive requirement in their major. See academic advisers for specific writing-intensive courses required in the major.

Computer Literacy

All undergraduate students admitted to LIU Brooklyn are required to demonstrate basic computer skills in each of the following areas prior to graduation: (1) MS Windows, (2) MS Word, and (3) Internet/email skills. Students entering may satisfy this requirement in one of three ways:

- By passing all three sections of the computer literacy exam listed below, with a 70% or higher. **OR**
- By passing all three designated computer science courses listed below, with a C+ or higher. **OR**
- By combining options 1 and 2, a student may substitute a passing grade of C+ or higher in the designated computer science course(s) for the corresponding section(s) of the computer literacy.

Designated Computer Science (CS) Course Corresponding Computer Literacy (CL) Skill

Course	CS Course	CL Skill
CS 9	Introduction to Windows Environment	MS Windows
CS 9A	Word Processing	MS Word
CS 9H	Internet (WWW)	Internet / email

Students entering with an associate's or bachelor's degree from another accredited institution will be exempt from the core curriculum computer literacy requirement. Transfer students entering can also meet this requirement if they receive appropriate transfer credit from the Office of Admissions. The computer literacy exam is administered by the Testing Center.

LIU Brooklyn is also testing information literacy competencies. Scores on these questions are for informational purposes only.

Other Requirements

Students become eligible for a Bachelor of Arts, a Bachelor of Fine Arts, or a Bachelor of Science degree when they have completed a minimum of 128 credits with a grade point average of at least 2.00 in all their academic work and at least a 2.00 in their major fields and they have met all other graduation requirements. Of the 128 credits required for graduation, at least 48 must be in courses numbered over 100. At least 96 credits in the liberal arts and sciences* must be completed by the candidates for the Bachelor of Arts and Bachelor of Fine Arts degrees and at least 64 by

candidates for the Bachelor of Science degree.

Students must demonstrate minimum competency in reading, writing and mathematics before graduating. Competency may be established in one of three ways: (1) exemption from developmental skills mathematics and basic mathematics courses and the Department of English writing program on the basis of LIU Brooklyn's placement examinations, (2) successful completion of those courses, or (3) transfer credit and/or equivalency at a higher level.

**The liberal arts and sciences requirement is satisfied by Richard L. Conolly College courses and certain other non-professional courses.*

Courses in Plan (Major) Field

Students normally must take not fewer than 30 credits in courses in their plan (major) field that are approved for department majors. For specific course requirements in the major, check department requirements listed under the appropriate program model. At least 24 credits must be taken in courses numbered above 100.

Courses in Minor Field

In addition to having a major, a student may wish to have a minor. A minor may consist of at least 12 credits in courses numbered over 100 in a department or discipline other than the student's major department. Consult the department chair for specific requirements in that department. A student may also formulate a thematic interdisciplinary minor with the approval of the department chair and the appropriate dean. A student may complete more than one minor with the approval of the appropriate department chair. Once a student successfully completes 12 or more credits in courses numbered over 100 for a minor, the dean will notify the Office of the Registrar to enter the minor on the student's transcript. Any minor satisfies the distribution requirement. (Not all disciplines permit a student to minor in their subject areas.)

Double Major

Students may graduate with two separate majors by fulfilling all the requirements of each major. Advisers in both departments should be consulted to determine all departmental requirements. Applications for filing for a double major are available in the Office of the Registrar and require the approval of both department chairs and the dean or deans of the respective departments. The student must designate which of the two majors will be the primary major. That major will determine the type of degree awarded (B.A., B.F.A., or B.S.).

Elective Courses

Students may take any courses in the curriculum to complete the 128 credits required for graduation, provided that they have completed all prerequisites and provided the courses are not restricted to specific majors. A sufficient number of electives must, however, be in the liberal arts and sciences to satisfy requirements for graduation (see above).

Honors Study

Outstanding seniors and upper juniors are eligible for honors study and may apply to the chair of their department for the privilege. A total of six credits of independent work, under the guidance of a member of the faculty, is the maximum allowed.

AWARDS

Departmental Awards

Every department makes annual awards to students who have done outstanding academic work or have made significant contributions to campus life (or both).

Special Awards

American Society of Women Accountants' Award

This award is presented to an out-standing woman graduate majoring in accounting.

Arnold Interracial-Interfaith Award in Memory of Richard Arnold '57, M.D.

This award is made annually to a senior who has done the most to improve interracial and interfaith relations.

Arnold Premedical Science Award in Memory of Richard Arnold '57, M.D.

This memorial award is presented annually to the graduating premedical student with the highest scholarship average.

Becker CPA Review Course Award

An award of \$100 is presented to the outstanding senior selected by the Department of Finance, Law, Accounting and Taxation.

Stanley S. Bergen Jr. Award

This award is presented to the member of each physician assistant graduating class with the highest evaluation in clinical work as judged by clinical preceptors.

The Rudy Bruner Award

This award is presented to the member of each physician assistant graduating class who best exemplifies outstanding qualities in academic work and clinical activities and who most clearly demonstrates the qualities of a professional physician assistant.

William Lefferts Brown IV Award

Award for outstanding accomplishment in audio design.

The Sylvia Buch Memorial Service Award

This award is presented in memory of Sylvia Buch, for many years a devoted secretary in the Office of Student Activities, to a graduating senior who has been a member of the Student Government Association and who has rendered outstanding service to the student body of LIU Brooklyn.

John Burton '35 Molecular Biology Award

This annual award is presented to an outstanding

student of molecular biology. The prize is intended as an incentive for undergraduates to achieve their potential.

John Burton '35 Science Award

This annual award is presented to an outstanding science student. The prize is intended as an incentive for under-graduates to achieve their potential.

Maren Lockwood Carden Award in Sociology

Given annually in the name of Dr. Maren Lockwood Carden, Professor Emeritus, who taught sociology in the Department of Sociology-Anthropology for over 20 years, this cash prize is awarded to the graduating sociology major with highest grade-point average.

Paula M. Cooper Memorial Award

This award is an LIU Brooklyn Honors College Award in memory of Paula M. Cooper, valedictorian in 1984. It is granted to the graduating senior whose personal values and social action illustrate a deep commitment to enlightened citizenship. Nominees are judged for their concern, leadership, application to their lives of that concern, and integration of learning and life.

The Mildred L. B. de Barrit International Student Award

This award was established by Leonard Ching, former director of the International Students' program at LIU Brooklyn, in memory of Mildred L. B. de Barrit, former dean of women. It is given annually to an international student with an outstanding academic record who has actively participated in campus life.

Mildred L. B. de Barrit Premedical Science Award in Memory of Isaac Apperman, M.D.

This award is conferred annually upon the member of the graduating class recommended by the Pre-Professional Evaluating Committee on the basis of academic achievement and character.

Economics-Mathematics Honor Award

This special Honor Award is given to students who have specialized in economics-mathematics.

The Edward Edelman and Susanne Popper-Edelman English Essay Prize

In fond remembrance of Professors Edward Edelman and Susanne Popper-Edelman for their many years of dedication to the English department and to the teaching of LIU students, the faculty of the English department gives four annual prizes for outstanding essays written by undergraduates in (1) English composition, (2) core literature courses, (3) advanced English courses and (4) the senior seminar.

Margaret Fuchs Community Health Award

This award is given by the faculty of the School of Nursing to the senior nursing student who has

demonstrated excellence in community/public health nursing.

The Karen Denard Goldman Spirit of Public Health Awareness Award

The award was established in 2014 in honor of Dr. Goldman, chair and associate professor of public health, and to reward and recognize students who demonstrate similar passion and leadership qualities as were so typical for Dr. Goldman.

Sue Sabia Gillick Award

This award is presented to a member of the School of Nursing graduating class with the highest academic record as judged by faculty.

Gleim CPA Review Award

The Gleim CPA Review Award is given to students majoring in accounting who show great promise in successfully passing the CPA exam and being an asset to the CPA profession.

The Alvin Gruder Memorial Award

The award is made to the senior who has performed outstanding service in the Biology department and who best exemplifies the principles and ideals which guided the life of Alvin Gruder, '41.

The Michael Hittman & Meryl Singer Award

This award, established in 2000, is presented annually by the B.A.S.W. Program to a graduating senior who has achieved academic excellence and outstanding service to the community.

The Glenn Gritzer Award

The Glenn Gritzer Award is given annually to a BASW senior who shows outstanding achievement in understanding the intersections of social work practice and policy analysis.

The Jacob L. Holtzmann Award

This award, established in 1958, is presented annually by the LIU Law Society to a graduating pre-law senior, admitted to a law school, who has achieved academic distinction at and who has rendered outstanding service to LIU Brooklyn.

The William M. Hudson Memorial Award

This award is presented by the Department of Economics to a senior majoring in economics whose scholarship and character merit recognition. The award honors the memory of the longtime chair of the department, who served also as dean and acting president.

The Esther Hyneman Graduate Awards in Poetry and Fiction

The graduate creative writing faculty of the English department gives two annual awards, one for fiction and one for poetry, to graduate students in the creative writing program. The awards are named for Professor Emerita Esther Hyneman, in recognition of her creative energy and her many

years of dedicated service to the English department.

Kaplan CPA Review Course Award

The Kaplan CPA Review Course Award is given to a selected student at the top of his or her graduate studies who is sitting for the CPA exam. This student will receive a complete CPA Review Course for all four sections of the CPA exam.

Amy and Theodore E. Kruglak Award for Seawanhaka Editor

This award is presented to the editor of Seawanhaka for meritorious service.

Kruglak Fellowship in International News Reporting

This award, endowed in the memory of Theodore E. Kruglak, provides a senior journalism major with funds to conduct advanced research overseas.

The Waldo John Lombardi Award

This award was established in 2002 by Professor Lombardi upon his retirement from the university, after 43 years of dedicated service in the Economics department. It honors the memory of his former teachers and colleagues, Professors Herman Klonsky and Bernard Newton. The award is to be given to a deserving student in good standing in the departments of Economics, History, Philosophy or Psychology at LIU Brooklyn.

The Garrett Mattingly Award

Established in 1963, this award is given to a member of the graduating class whose academic attainment in history or English best emulates the high standard of scholarship set by Professor Garrett Mattingly, Elizabethan scholar and Pulitzer Prize-winning historian, who was for many years a member of the faculty.

New York State Society for Respiratory Therapy (Southeastern Chapter) Award

This award is presented to a graduating student who has achieved outstanding academic standing in respiratory therapy.

New York State Society of Certified Public Accountants

This award is presented to the graduating students in the Department of Finance, Law, Accounting and Taxation who have demonstrated superior academic excellence.

The Louis and Ann Parascandola Graduate English Award

In honor of his parents, Professor Louis Parascandola gives an annual award to an outstanding graduate student in any of the English department's three M.A. tracks: literature, creative writing and the teaching of writing.

The Melvin A. Pasternack Alumni Award

An annual award is presented in memory of Melvin A. Pasternack B.A., '54, M.S., '55, to an outstanding graduating major in theatre in the communication studies, performance studies and theatre department who has demonstrated qualities of leadership and creativity.

Pauline Pennant Memorial Award

The award was established in memory of Pauline Pennant, an outstanding student who graduated from the B.S., M.S./A.P.N. and post-master's F.N.P. certification programs in the School of Nursing. The award is given to the graduating M.S./N.P. student with the highest academic average.

The Phi Sigma Award

A certificate is given to the senior who shows the greatest promise of research ability in Biology.

The Marion Pincar Award

The Marion Pincar Award is named in honor of a former bursar of LIU who served LIU Brooklyn from 1974 to 1992 and who was a friend and mentor to all who knew her. The award is given annually to two deserving students in the School of Business, Public Administration and Information Sciences.

Physical Education Award

This award is given annually to a graduating senior majoring in physical education for outstanding achievement, scholarship and moral integrity.

George Polk Student Award

This award, established in 1957, is presented to the senior who, by way of personal integrity, dedication to the highest journalistic standards, and exceptional achievement in formal studies and extra-curricular activities, most effectively encourages university-wide respect for Journalism as a discipline and career.

The John Schultz Award for Outstanding Service

A monetary award from the Media Arts Department is presented by the Alumni Office in the memory of John Schultz, '93, whose creativity, loyalty and professionalism continue to be a great example to students who give consistent and unstinting service to their fellow Media Arts students.

The Irene Sell Award for Interest in Nursing Issues

This award is given to a graduating senior in the School of Nursing who has demonstrated a special interest in professional and health care issues.

The Semper Vigilante Alumnae Award

This award is given annually to a woman of the graduating class with a good scholastic record who, in a wide range of student activities, has

shown good character, initiative and qualities of leadership.

The Leon Sinder Prize in Anthropology

Given annually in the name of the founder of the department, this cash prize is awarded to the graduating anthropology major with the highest grade-point average.

The Robert D. Spector Award for Academic Excellence

This award is presented by the Media Arts department in the name of Dr. Robert D. Spector B.A., '48, founding member of the Media Arts department, noted scholar and teacher, and longtime coordinator of the Division of Communications, Visual and Performing Arts. It is given to the graduating media arts major who has consistently performed well both academically and creatively during his or her career at LIU Brooklyn.

Robert D. Spector Award 48'

Award for academic Excellence achievement in media arts (GPA 3.5 n above).

Edna K. and Jacob S. Spiro Law Award

This award, established in 1966, is presented annually to an outstanding prelaw major going on to law school, who has demonstrated academic excellence and contributed to the enrichment of university life.

Max Wolff Memorial Award for Humaneness, a Gentle Spirit and a Sense of Outrage

Trained and experienced in the law, classical logic, Greek, sociology and education, Professor Max Wolff embodied the wisdom of the ages. He lent strength and dignity to LIU and brought understanding, courage and scholarship to the Department of Teaching, Learning and Leadership (TLL). This award, established in 1973, is presented annually by the TLL faculty to the senior majoring in TLL who best exemplifies those principles for which Professor Wolff fought and those qualities that defined his life.

Rose Ann Woll '64 Memorial Award

This award is presented annually in the name of Rose Ann Woll, whose love and dedication inspired others. The award is granted to the graduating education senior whose scholastic record and university service best exemplifies Ms. Woll's ideals.

The Outstanding Senior Mentor Award

Awarded to volunteers in the Student Mentor Program for a minimum of four semesters of service, for showing outstanding leadership, initiative and creativity.

Alfred DiMaio Award for Outstanding Achievement in Political Science

This award, re-named for former faculty and

department chair, Alfred DiMaio in 2007, is presented annually to outstanding students in political science.

Kappa Tau Alpha

National Honor Society in journalism and mass communication

Top Scholar Award

Kappa Tau Alpha, National Honor Society in Journalism and Mass Communication

This award is presented to the graduating journalism student with the highest grade-point-average.

Lefferts Brown Award for Excellence in the Field of Digital Audio

This award, from the Media Arts department, is for excellence in audio production.

Jerry Dantzie Award for Excellence in Photography

The Jerry Dantzie Award for Excellence in Photography will be presented to the graduating senior in the Visual Arts Department who has demonstrated the highest level of achievement technically and creatively in the art of photography as seen through the life and work of the former faculty member and distinguished American photographer and photojournalist in whose memory it has been established.

Melvin A. Pasternack '54 Alumni Award

This award is presented annually in memory of Melvin A. Pasternack B.A. '54, M.S. '55, to an outstanding graduating senior in the Department of Communication Studies, Performance Studies and Theatre who has demonstrated qualities of leadership and creativity in the area of theatre.

CPAexcel CPA Review Course Award

This award is a full scholarship to the CPAexcel CPA Review Course.

Sovereign Santander Universities Award

This award was created in 2010 by Sovereign Santander Universities to recognize academic excellence, civic engagement, and leadership in social responsibility among business students.

The Leo Schloss Excellence in Accounting Awards

This award was created in the 1960's to honor Professor Leo Schloss. Professor Schloss started the Accounting department at LIU in 1944 and also served as associate dean of the School of Business. This award recognizes students who attain excellence in their chosen field of Accounting and/or Taxation in addition to contributing to other professional activities.

Josephine Blumer Outstanding Student Award

Josephine Blumer was the beloved secretary of the Division of Athletic Training, Health and Exercise

Science (Formally Sports Sciences) from 1998 until she passed away suddenly in April 2009. This award recognizes a student who excels in their academic and professional pursuits. It is given to a student who demonstrates excellence, caring, and selfless dedication to helping others, these attributes are embodied in the award's namesake.

Esther Siegel Leadership Award

Established by the former dean of the School of Nursing, this award recognizes a graduating senior for outstanding leadership abilities.

Valerie Michelson Award for Community Service

Established as an alumni award, this award recognizes a graduating senior who provides the most altruistic service to the community.

The Laita Jean-Louis Memorial Award for Perseverance

Established as an alumni award, this award recognizes a graduating senior(s) who persevered through personal hardship and challenges to achieve academic success and graduate from the nursing program.

Eileen Augente Award for Excellence in Clinical Teaching

For the School of Nursing baccalaureate student who demonstrated excellence in teaching clients in the clinical setting. Endowed by a faculty member who strongly believed in clinical teaching.

Patrick Francis Daly Memorial Award for Excellence in Educational Leadership

In his many years of service to the students in P.S. 15 in Brooklyn, NY, Patrick Francis Daly (1944 – 1992) displayed the highest ideals of school principalship. His legacy to his family, friends, fellow educators and students includes the powerful idea that first and foremost, a school exists to support the development of every child within it. This award acknowledges all the hard work required to earn this degree and recognizes outstanding leadership and commitment to children.

Service Awards

Service awards are presented annually to students with good scholastic records who have distinguished themselves in student activities.

Athletic Awards

The Department of Athletics presents the following awards annually to student-athletes who possess the qualities and characteristics identified below.

Student-Athletes of the Year

The most prestigious award presented at each year's awards ceremonies, is given to honor the

male and female individuals who have made a significant contribution to their sport and the athletics program of LIU Brooklyn.

Leonard Ching Outstanding International Student-Athlete Award

This award is presented to the international student who is a member of a campus collegiate athletic team and whose good academic standing, noteworthy athletic achievement, and positive image in University and community activities reflect positively upon the student's country of origin.

Michelle Antoinette Hamdan Memorial Award

This award is presented as a tribute to an athlete who has exhibited extraordinary strength of character in the face of adversity and is meant to acknowledge the athlete with "the most heart." The award has been established in memory of Michelle Antoinette Hamdan, infant daughter of Said Hamdan, former head athletics trainer at LIU Brooklyn, and his wife, Denise.

Scholar-Athlete of the Year Award

This award is presented to the male and female athletes who have completed athletic eligibility during the current year and have the highest overall grade point average (through the fall semester). The award is emblematic of the true student-athlete — the person who has successfully balanced athletic and academic responsibilities.

William "Dolly" King Memorial Award

This award is presented annually to one male and one female student athlete in the LIU Brooklyn family who have participated in athletics and who typify the ideas that the late "Dolly" King personified: sportsmanship, enthusiasm, teamwork and leadership, along with academic achievement.

REGISTRATION

Course Registration

Students who have completed their first term of study at LIU Brooklyn are eligible to select and register for classes through their MyLIU (my.liu.edu) account. Students with academic and financial restrictions may not be able to register online and must contact the appropriate office.

Matriculation

Students whose applications indicate an intention to pursue a degree are classified as matriculants provided they remain in good standing. Degree candidates who are admitted with the understanding that technical deficiencies (e.g., lack of complete official transcripts) are to be removed within a certain period of time will be classified as special matriculants pending satisfaction of those conditions. Failure to comply with such conditions within the prescribed time limit may result in loss of matriculant status or dismissal.

Leave of Absence

LIU Brooklyn permits students to interrupt their undergraduate studies when appropriate. If granted, a leave of absence allows a student to continue under the requirements in effect when he/she was initially admitted.

A student who wants to interrupt their studies at the university for a temporary period may maintain degree status and ensure that his/her degree requirements will remain the same by taking a leave of absence for a maximum total of 180 days in any 12-month period. A degree candidate who is granted a leave of absence does not need to be readmitted to the university upon returning to their program of study. Students are not permitted to attend another college or university while on an official leave of absence.

A student must meet the following requirements to be eligible for a leave of absence:

- Be a degree seeking undergraduate or graduate student
- Be registered for the semester immediately prior to the beginning of the Leave of Absence
- Be in good academic standing, on probation, or on continuing probation with his/her college
- Have no holds (i.e. disciplinary or financial) which would restrict registration
- Submit a formal written and signed leave of absence application form, which specifies the reason for the student's leave

The leave of absence application is available in the Office of Enrollment Services, and must be submitted to the Office of Enrollment Services after securing dean's approval.

A leave of absence is granted for future terms

only, and is not granted retroactively or in the middle of a term. In such exceptional cases where unforeseen circumstances occur after the start of a term, students are permitted to officially withdraw from the university according to the university's official withdrawal policy and appeal any charges assessed to their accounts, or receive incomplete grades that can be made up with the instructor(s). In all such cases where an official leave of absence is not granted, the university is required to perform a return of federal funds calculation for students receiving Title IV federal financial aid.

A student is expected to return from an approved leave of absence within 180 days from the date of the approved leave. Students who have taken a leave of absence due to medical reasons might be required to submit documentation before being eligible to re-enroll. When a student fails to return from a leave of absence, the student's withdrawal date will be reported to the National Student Clearinghouse and NSLDS as the date the student began the leave of absence. Upon returning from a leave of absence, the student may register for classes accordingly. No financial aid or additional fees will be assessed during the leave of absence period.

International students should know that ICE regulations may prohibit those who have been granted such a leave from maintaining their visa status.

Withdrawal

Official Withdrawal from All Courses

An official withdrawal refers to an action taken by a student to discontinue enrollment after the drop period has expired. The course is recorded on the transcript with a grade of W.

- **Course Withdrawals/Partial Withdrawals** - when a student withdraws from one or more classes, but remains enrolled in at least one class.
- **Term/Session Withdrawals/Complete Withdrawals** - when a student drops or withdraws from all of his/her courses in a current term. This can occur at one time or over a period of time within a term.

Unofficial Withdrawal

An unofficial withdrawal refers to a student who fails to attend or ceases to attend one or more classes without officially withdrawing from the university. The course is recorded on the student's transcript with a grade of UW.

Course Drop

A course drop is an action taken by a student prior to the start of, or during the term. The dropped course does not appear on his/her transcript. Please refer to the University Add/Drop Policy for details on course drops.

Official Withdrawal Deadlines

- **Complete Term/Session Withdrawals** - Students may officially withdraw from the university prior to the start of finals.

- **Summer Session Withdrawals** - Students may officially withdraw from the university prior to the start of finals for the session.
- **Winter Session Withdrawals** - Students may officially withdraw from the university on or before the seventh day of the session.
- **Course Withdrawals/Partial Withdrawals** - Students may officially withdraw from one or more classes through the 10th week of the term. Please refer to the academic calendar in the bulletin on the university website for specific dates in each term.

Withdrawal Methods

The university permits students to withdraw from a course, session, or term in the following manner:

Submit Completed Withdrawal Application Form

A student may withdraw in person, by fax, or by email by submitting a signed and completed Withdrawal Application Form to Office of Enrollment Services by the withdrawal deadline. Forms are processed upon receipt. Any forms faxed outside business hours, during weekends or holidays will be processed the following business day.

Process through MyLIU

- **Course Drop** - Students can use their MyLIU portal to drop courses online through the second week of the term. Please refer to the University Add/Drop Policy for details on course drops.
- **Email to Office of Enrollment Services** - A student may notify the Office of Enrollment Services of their intent to withdraw from the university via their MyLIU email account. Due to FERPA regulations, the university will not respond to requests from outside email sources. In the body of the email, the student must state their intent to withdraw from a course, session, or term. Students must include their student ID number and direct contact information.

Withdrawal Impacts

Effective Date of Withdrawal

- **Official Withdrawals:** The withdrawal date will be recorded with an effective date when all forms are completed, signed and returned to the Office of Enrollment Services. The university has a published Appeals Policy for students who wish to appeal their official withdrawal date.
- **Unofficial Withdrawals:** The withdrawal determination date for students who do not officially withdraw will be recorded as the last date of the term. For federal financial aid purposes, it will be assumed that the student unofficially withdrew at the midpoint of the term. See Grading Policy for additional details.

Tuition Liability and Refund Policy

- **Official Withdrawals and Drops:** The effective date of drops and/or withdrawal will determine the student tuition liability due or refund due to the student. See Tuition Liability Policy for additional details, including refunds for room

and/or board charges. The university has a published Appeals Policy for students who wish to appeal tuition charges and fees due.

- **Unofficial Withdrawals:** The student is responsible for all associated tuition charges and fees.

Transcript/Grades

- **Official Withdrawals:** A grade of W will be assigned for the course or courses and will appear on the student's transcript.
- **Unofficial Withdrawals:** A grade of UW will be assigned for the course or courses and will appear on the student's transcript.
- **Drops:** The course will not appear on, or will be removed from the student's transcript.

Credits Attempted/Earned

- **Official Withdrawals:** The course or courses will be considered attempted but not earned.
- **Unofficial Withdrawals:** The course or courses will be considered attempted but not earned.
- **Drops:** The course or courses will neither be considered attempted nor earned.

Grade Point Average

Withdrawn or dropped courses do not affect a student's grade point average.

Financial Aid Adjustments

- **Change in Student Status:** Students who change their enrollment status from full-time to part-time, or from full or part-time to below half-time, due to a partial drop or withdrawal, may have their federal, state, and/or university aid adjusted. The university may also be required to report the student's change in enrollment status to lenders, which can trigger the repayment of student loans. Students will be notified in these cases via writing.
- **Cancellation of Financial Aid:** Students will have their financial aid cancelled if the student drops all courses and does not incur any liability, or fails to meet satisfactory academic progress standards as a result of the withdrawal. Financial aid for future terms may also be cancelled. See Appeals Policy and SAP Policy for additional details.
- **Return of Federal Funds:** The university is required to return funds for students who stop attending all courses before completing 60% of the term. The student will be notified by mail of the unearned amounts returned to the federal financial aid programs. The return of federal funds may result in a balance due to the university, particularly if the student previously received and cashed a refund check. See Return of Federal Funds Policy for additional details.

Residential Life

Students residing in on-campus housing must contact the Office of Residence Life upon withdrawal from the university. Students must follow proper check-out procedures and must vacate their campus housing within 48 hours of the effective withdrawal date. Students who drop or withdraw from a future term must vacate their campus housing after completion of finals. Room and board charges must be cancelled through the

Office of Residence Life. Liability for these charges will be assessed at the time of cancellation.

Future Enrollment

Students who withdraw from all courses may be subject to readmission. Students who withdraw from the university must be in good financial standing in order to register for future classes or have access to their official and unofficial transcript.

Special Program Participation

- **Athletics:** In accordance with NCAA regulations, all intercollegiate athletes must notify the Athletic Department and Office of Admissions when partially or fully withdrawing from the university.
- **Veterans:** In accordance with VA regulations, students receiving veteran's benefits must notify the VA Certifying Official in Office of Enrollment Services when partially or fully withdrawing from the university.

Alternatives to Withdrawal

Schedule adjustments

When contemplating a withdrawal due to scheduling conflicts, students should discuss their situation with their academic advisor, academic dean, or the Office of Enrollment Services to see if accommodations can be made.

Incomplete Grades

For some students, receiving an incomplete grade and finishing the coursework at a later time may be a better option than withdrawing from the university. Students should be advised to discuss this option with their instructor, academic advisor or academic dean.

Refund of Tuition in Cases of Withdrawal

When a student withdraws from courses, the university refunds tuition as outlined in the Withdrawal Policy (please see the Tuition and Fee Schedule).

Auditing of Courses

Auditors are students who, with the permission of their adviser and the dean of the course they plan to audit, register for that course in order to improve their knowledge of it. They receive no credit for the course and pay half tuition for it. Laboratory courses may not be audited.

Student Access to Educational Records

In compliance with the Family Educational Rights and Privacy Act (FERPA), LIU Brooklyn informs eligible students and their parents that they may obtain copies of the campus's policy statement concerning the act from the Office of Institutional Advancement and Student Affairs.

Administrative Matters

The following regulations will familiarize students with some of their responsibilities. Ignorance of these regulations is not an acceptable excuse for failure to comply with them.

Academic Records

Students have until the time of their graduation to have changes made on their academic records. Once a student has graduated, the academic record is frozen and cannot be changed retroactively.

Failure to Fulfill All Non-Academic Requirements

Students failing to fulfill all non-academic requirements (tuition, fees, library obligations, etc.) will be denied subsequent services, including, but not limited to, withholding of diplomas, transcripts, letters of recommendation, or licensure eligibility until those requirements are met.

Cancellation of Courses

The university reserves the right to cancel undersubscribed courses. When it does so, there is no program change fee.

Policy for Taking Courses at Another Institution

Matriculated students at LIU Brooklyn may only take courses at another institution and have credits transferred to LIU Brooklyn under the following conditions:

- Students must file an application to take courses at another institution with their respective dean's office. Students must have the relevant department verify the LIU Brooklyn equivalency and credits. The dean may then grant permission. Note: the dean, not the department, grants permission.
- The other institution must be a four-year accredited institution (two-year community colleges are unacceptable).
- It must not be within the New York City metropolitan area (within a 50-mile radius of LIU Brooklyn) except as noted below.
- Students may be permitted to take specialized courses not offered on campus, e.g., Japanese, or medieval stained glass windows.
- Only credits for courses with grades of C or better may be transferred back to LIU Brooklyn.

Changes of Address or Phone Number

A student must report changes of address or phone number to the Office of Enrollment Services or by updating the information directly at MyLIU.

TUITION AND FEES

Students are billed for tuition and fees at the time of registration. Room and board charges are reflected at the time of room assignment. Students must make satisfactory payment arrangements prior to the start of each term or before moving into residence halls to remain in good financial standing.

Acceptable payment arrangements include:

- Payment in full using check or credit card;
- Approved financial aid covering all charges;
- Signed and approved University Payment Plan; and/or
- Participation in an approved third-party payment agreement.

A student who complies with any combination of the above shall be considered in good financial standing, so long as all conditions are met throughout the term. All payment arrangements must be completely satisfied or late payment fees and/or penalties will be applied to your account. Students who fail to make satisfactory payment arrangements on delinquent past due balances may be referred to an outside collection agency or attorney, where additional fees and penalties may be charged to their account (generally 20-45 percent of unpaid charges), as permitted by applicable law. All policies can be found online at www.liu.edu/enrollment-services.

Rate Schedule

Application Fee (non-refundable)	\$50
Tuition Deposit (non-refundable)	200
Bachelor's Degree and Undergraduate Studies, 12+ credits, per term	17,176
Bachelor's Degree and Undergraduate Studies, per credit	1,072
Undergraduate Audit Fee, per credit	536
Dining Dollars, 9+ credits, per term	50
University Fee:	
12+ credits, per term	902
Less than 12 credits, per term	451
Course Fees (additional fee per class):	
ACC 111W, 112W	125
ART 217	150
DSM 01, 09	800
ENG 13, 13X, 14, 14X	800
MUS 15I, 15P, 15T, 15V, 16I, 16P, 16T, 16V, 115I, 115P, 115T, 115V, 116I, 116P, 116V	325
NUR 199, 295, 390, 492	500
LIU Global Fees:	
Non-Credit Research Programs, per term	8,094
Non-Credit Program Advising, per term	4,047
Center/Program Fee, per term	3,725
Room and Board, per term:	
Asia-Pacific	5,000
China	3,370
Costa Rica	3,370
Europe	5,000

Other International and Domestic Locations	3,500
Other Fees:	
Orientation Fee	150
Maintenance of Matriculation Fee	100
Late Graduation Application Fee	50
Returned Check/Credit Card Chargeback Fee	25
Diploma Replacement Fee	25
Replacement Student ID Card	25
Official Transcript, on demand, per request	25
Official Transcript, online, per request	7

Residence Life Rates

Accommodations (per term)

Housing Deposit (non-refundable)	\$300
Conolly Hall:	
Single	7,828
Standard Double	4,182
Standard Triple	2,969
Suite Double	4,679
Suite Triple	4,278
Suite Quad	4,463
Apartment Double	5,718
Apartment Triple	5,210
Apartment Quad	5,881
Hoyt Hall:	
Suite Double	5,805
Suite Triple	5,502
Suite Quad	5,687
Suite Quintuple	6,108
Apartment	7,342
Intersession Rate:	
Per Week	284

Meal Plans (per term)

Residential Meal Plan 1 (unlimited meals plus \$300 dining dollars)	2,531
Residential Meal Plan 2 (14 meals per week plus \$300 dining dollars)	2,316
Residential Meal Plan 3 (10 meals per week plus \$300 dining dollars)	2,100
Residential Dining Dollars	300
Dining Dollars+ Plan (\$200 additional dining dollars)	200
Commuter Meal Plan 1 (25 meals plus \$50 dining dollars)	222
Commuter Meal Plan 2 (50 meals plus \$50 dining dollars)	358

All resident students are required to participate in a meal plan. The Residential Dining Dollars plan is only available to residents in apartments with kitchens. Dining dollars can be used at point of sale locations across the campus.

Financial Policies

Payment Due Dates

Term	Bill Available	Bill Due Date
Fall	June 1	August 1
Winter	November 1	December 1
Spring	December 1	January 1
Summer	April 15	May 15

Please note that your invoice is subject to change. Charges are subject to change based on changes made to courses, credit loads, housing and meal selections. Charges may also change to reflect fees and fines. Anticipated aid and financial aid credits are not guaranteed. Students must meet and maintain all program eligibility requirements, complete all required procedures, and submit all requested documents. Financial aid is traditionally based on full-time status and is therefore subject to proration and/or termination if you are not enrolled full-time.

Your MyLIU portal makes it easy to manage your college finances and to pay your bills online, 24/7, so that you can concentrate on your studies and make the most of your education.

- To view your bill, log in to your MyLIU account. Your MyLIU Student Center page will be displayed. Click on the “Account Inquiry” link from within the “Finances” section, and your balance will appear.
- To pay your bill online by using a credit card or check, click on the “Make a Payment” link from the Student Center home page, or from within the “Account Inquiry” section to access the MyLIU Payment Gateway. The LIU Payment Gateway is a secure online terminal that allows you to make a deposit, pay your bill, or set up an online payment plan.

Late Payment Assessment

Fall Term	Amount
August 15	\$150
September 15	150
October 15	200
Winter Term	
1st Day of Classes	\$150
Spring Term	
January 15	\$150
February 15	150
March 15	200
Summer Term	
July 15	\$150

Liability Calendar

Students are responsible for knowing that they are registered for classes, that they are expected to pay for these classes in a timely manner, and must understand and follow the correct procedures to withdraw from classes. **Non-attendance and/or non-payment do not constitute official withdrawal from the university.**

The calculation of your tuition and fee liability, if any, is based on the date of your official withdrawal or drop in accordance with university policy:

Traditional Fall/Spring Terms

Withdrawal Date	Liability
Week 1	0%
Week 2	25%
Week 3	50%
Week 4	75%
Week 5+	100%

Summer and Other Sessions Seven Weeks or Greater

Withdrawal Date	Liability
Week 1	0%
Week 2	50%
Week 3+	100%

Summer and Other Sessions Three to Seven Weeks

Withdrawal Date	Liability
Day 1-2	0%
Day 3-5	50%
Day 6+	100%

Winter and Other Sessions Two Weeks or Less

Withdrawal Date	Liability
Day 1	0%
Day 2	50%
Day 3+	100%

Room and board charges must be cancelled through the Office of Residence Life. Liability for these charges will be pro-rated based on occupancy dates and assessed at the time of cancellation. Students requesting a review of their tuition and fee liability must complete the university's Appeals Form for student withdrawals in accordance with university policy and submit all required supporting documentation.

Payment Plans

Payment Plans

The University offers students and families the ability to pay your tuition bill in installments using our new online payment plan system. These plans can help families budget the cost of tuition and fees by spreading out the cost over a number of payments each term. Enrolling in a payment plan is easy - simply log into the LIU Payment Gateway, pick a plan that meets your needs, and enroll. You can pay online using a credit card or e-check, knowing your information is secured by industry-leading security features. The payment plan system will automatically notify you if your installments increase or decrease due to changes in your student account.

The University offers the following payment plans each semester:

	Gold Payment Plan	Silver Payment Plan	Bronze Payment Plan	Summer Payment Plan	Winter Payment Plan
Enrollment Fee	\$35	\$50	\$100	\$35	\$35
Enrollment Dates	Fall: Jun 1 - Jul 1 Spring: Nov 1 - Dec 1	Fall: Jul 2 - Aug 1 Spring: Dec 2 - Jan 1	Fall: Aug 2 - Sep 15 Spring: Jan 2 - Jan 31	Apr 1 - Jun 30	Nov 1 - Dec 15
Balance Calculation	All applicable charges, less any approved financial aid. Your plan will automatically recalculate if changes are made to your student account or financial aid during the payment plan term.				
First Payment	20% plus fee upon enrollment	25% plus fee upon enrollment	33% plus fee upon enrollment	33% plus fee upon enrollment	50% plus fee upon enrollment
Remaining Payments	Four equal installments. Fall: Aug 1, Sep 1, Oct 1, and Nov 1 Spring: Jan 1, Feb 1, Mar 1, Apr 1	Three equal installments. Fall: Sep 1, Oct 1, and Nov 1 Spring: Feb 1, Mar 1, Apr 1	Two equal installments. Fall: Oct 1 and Nov 1 Spring: Mar 1 and Apr 1	Two equal monthly installments	One additional monthly installment
Late Payment Fee	\$25 if payment is not received within 5 days of the scheduled due date.				
Payment Methods	Mastercard, Visa, American Express, Discover, or Checking Account; auto deduction options are also available.				
How to Enroll	Log into your MyLIU account and select "Make a Payment." Then log into the LIU Payment Gateway and select "Payment Plans."				
Authorized User Access	Yes. You must first set up an authorized user in the LIU Payment Gateway.				

Student Health Insurance

Long Island University has partnered with Gallagher Student Health & Special Risk to develop a cost-effective Student Health Insurance Plan that provides our students and families with robust medical coverage at school, back home, and while traveling or studying abroad. The plan is fully compliant with Federal Health Care Reform and offers students and their dependents access to a network of doctors, hospitals, and pharmacies throughout the country. All international students, clinical students, residential students, LIU Global students, and intercollegiate athletes are automatically enrolled in the Plan but can waive participation online at www.gallagherstudent.com/liu if they have comparable coverage under a family plan or other policy. Students who enter during the spring and summer terms can also participate in the plan with shorter coverage period, reduced rates, and specific enrollment/waiver deadlines.

Beginning on July 1st, students can go to their MyLIU account and click on the "Student Health Insurance" link from the Student Center Home Page to enroll in the Plan, print ID cards, check claims, or waive coverage. Coverage begins on August 15, which represents the start of the plan year, and extends through August 14. **Remember that if you have been automatically enrolled in the plan and wish to waive coverage, you must go online and receive confirmation by the waiver deadlines listed below.** If you require additional assistance, please call the Office of Student Financial Services at 516-299-2553.

Enrollment Waiver Periods

Annual Plan: July 1 - September 30

Spring Plan: January 1 - February 15

Summer Plan: May 15 - July 15

Annual Rates

- Mandatory and Compulsory/Hard Waiver Students - \$2,369
- Spouse/Domestic Partner - \$2,369
- Each Child - \$2,369

NOTE: New students who enter during the spring or summer terms will participate in the Plan with prorated coverage periods and rates.

FINANCIAL AID

Long Island University awards financial aid in an effort to help students meet the difference between their own resources and the cost of education. All awards are subject to availability of funds and the student's demonstrated need. Renewal of assistance depends on annual reevaluation of a student's need, the availability of funds, the successful completion of the previous year, and satisfactory progress toward completion of degree requirements. In addition, students must meet the published filing deadlines. Detailed information on financial aid is forwarded with the admission application and is also available on the Enrollment Services Office website at www.liu.edu/enrollment-services.

Many awards are granted on the basis of scholastic merit. Others are based on financial need. However, it is also possible to receive a combination of awards based on both. Thus, University scholarships or fellowships may be granted by themselves or in conjunction with student loans or Federal Work-Study employment. In order to receive the maximum amount of aid, students must apply for financial aid by the appropriate deadline.

It is the student's responsibility to supply correct, accurate, and complete information to the Enrollment Services Office and to notify them immediately of any changes or corrections in his or her financial situation, enrollment status, or housing status, including tuition remission benefits, outside scholarships and grants, and state-sponsored prepaid college savings plans.

A student who has received a financial aid award must inform the Enrollment Services Office if he or she subsequently decides to decline all or part of that award. Failure to do so may prevent use of the award by another student. If a student has not secured his or her award by the close of the drop/add period, the award may be canceled, and the student may become ineligible to receive scholarship or fellowship aid in future years. Determination of financial need is also based on the student's enrollment status – a change in registration therefore may result in an adjustment to his or her financial aid.

Application Process

Students must submit the Free Application for Federal Student Aid (FAFSA), and New York State residents must also complete the New York State Tuition Assistance Program (TAP) application. The TAP application is available on the web when a student completes the FAFSA online. The FAFSA (available online at www.fafsa.gov) is the basic form for all student aid programs. Be sure to complete all sections. Students should give permission on the FAFSA for application data to be sent directly to Long Island University (the LIU federal school code number is

002751 and our New York State code is **0403**). Entering freshmen should submit the application by February 15 for the fall term or by November 1 for the spring term. Returning undergraduates and transfer students should apply no later than March 1. Students requiring summer financial aid must make an appointment with an Office of Enrollment Services counselor in addition to completing the FAFSA and TAP application.

To be considered for financial aid, students must be classified either as US citizens or as eligible noncitizens, be officially admitted to LIU or matriculated in a degree program and making satisfactory academic progress toward degree requirements. Students in certain certificate or diploma programs may also be eligible for consideration. Generally, University-administered aid is awarded to full-time students. Part-time students (fewer than 12 but at least 6 credits per semester) may be eligible for Federal loans but must also maintain satisfactory academic progress. Part-time undergraduate students may also be eligible for Aid for Part-Time Study (APTS) (New York State residents only—separate application is necessary) or for Pell Grants.

RENEWAL ELIGIBILITY

Financial aid awards are not automatically renewed each year. Continuing students must submit a FAFSA each year by the LIU deadline, continue to demonstrate financial need, make satisfactory progress toward degree requirements, and be in good academic standing. For institutional scholarships, students must generally maintain full-time enrollment and a cumulative GPA of 3.0 to have their awards renewed. Any break in enrollment without an approved deferment on file with the Office of Enrollment Services will result in a loss of your scholarship. Please visit our renewal policy on the web at www.liu.edu/enrollment-services.

WITHDRAWAL

Those receiving federal aid who withdraw completely may be billed for remaining balances resulting from the mandatory return of funds to the U.S. government. The amount of federal aid "earned" up to that point is determined by the withdrawal date and a calculation based on the federally prescribed formula. Generally, federal assistance is earned on a pro-rata basis.

Awards

UNIVERSITY-SPONSORED AND ADMINISTERED PROGRAMS

Through the generosity of its alumni and other concerned donors, as well as from funds supplied by the federal government, the university is able to provide an extensive financial aid program for its students. Awards are competitive and based on academic achievement, test scores, and, in most cases, financial need.

SCHOLARSHIPS AND GRANTS

Long Island University maintains an extensive program of scholarships and grants-in-aid based on

academic merit and demonstrated financial need. Awards are made during the admissions process. Institutional scholarships may be combined with government supported grants and loans into a single financial aid package. Scholarships and grants are normally applied to tuition and fees; they can range from \$500 to full tuition and fees and do not require repayment. Need-based scholarships do not automatically renew for the same amount in subsequent years.

Long Island University's scholarship programs are designed to reward students who demonstrate outstanding academic achievement. We are committed to providing you with an affordable, high-quality education. Awards are given to students who demonstrate academic achievement, athletic talent, or strong leadership as well as performers and artists. Aid is also awarded based on financial need.

LOAN PROGRAMS

Federal Perkins Loan Program

The university administers the Federal Perkins Loan Program, supported by the federal government. The university determines eligibility for a Perkins Loan based on a student's financial need and availability of funds; students are considered for this loan when they apply for financial aid. Long Island University generally awards Perkins Loans to the neediest full-time students only. Perkins Loans are made possible through a combination of resources: an allocation from the U.S. Department of Education, a contribution from Long Island University, and repayments by previous borrowers. The annual interest rate is currently 5%, and interest does not accrue while the student remains enrolled at least half time. Perkins loans are no longer available for new borrowers.

PART-TIME EMPLOYMENT

LIU Career Connect

Most financial aid award packages include work-study. This means that students are eligible to participate in the Federal Work-Study Program and may earn up to the amount recommended in their award package. Work-study wages are paid directly to the student on a biweekly basis and are normally used for books, transportation, and personal expenses. Jobs are available through the LIU Career Connect website at <http://career.liu.edu>. It is not necessary to be awarded work-study earnings in order to use LIU Career Connect. All students may use the site as soon as they have registered for the term and may also wish to use the site as a resource for summer employment. Extensive listings of both on-campus and off-campus jobs are available, as well as internships.

Resident Assistantships

Resident assistants reside in the residence halls and are responsible for organizing, implementing, and evaluating social and educational activities. Compensation may include room and/or board. Applications and further information may be obtained from the Office of Residence Life on

campus.

ALL OTHER SOURCES OF AID STATE GRANTS

New York State and other states offer a variety of grants and scholarships to residents. Although application is made directly to the state and grants are awarded by the state, the amount each student is expected to receive is estimated and taken into account by the university when assembling the student's financial aid package. LIU's New York State school code is **0403**. For complete information, contact the New York Higher Education Services Corporation (HESC) at 888-697-4372, or visit their website at www.hesc.ny.gov.

New York State Tuition Assistance Program (TAP)

Legal residents of the state of New York who are enrolled in a full-time undergraduate degree program of at least 12 credits per term, or the equivalent, may be eligible for awards under this program. The award varies, depending on income and tuition cost. Students applying for TAP must do so via FAFSA (see earlier "How to Apply" section). Submit the completed application as instructed. For more information about TAP, visit www.hesc.ny.gov/pay-for-college/apply-for-financial-aid/nys-tap.html.

Aid for Part-Time Study (APTS)

A financial aid program to help New York State residents pursuing part-time undergraduate degree study offers awards in amounts of up to \$2,000 per academic year. The amount of an award is determined by Long Island University. To be eligible, the student must have filed a FAFSA and demonstrated financial need, must not have exhausted his or her TAP eligibility, must be otherwise eligible for financial aid, and must be enrolled for 3 to 11 credits per term. Applications and deadlines are available at the Office of Enrollment Services.

Arthur O. Eve Higher Education Opportunity Program (HEOP)

The Higher Education Opportunity Program provides assistance to NYS residents who are academically and financially disadvantaged, according to state guidelines. Learn more by visiting the HEOP Office on campus.

Additional State Programs

Flight 3407 Memorial Scholarship - Provides financial aid to children, spouses and financial dependents of individuals killed as a direct result of the crash of Continental Airlines Flight 3407 on February 12, 2009.

Flight 587 Memorial Scholarship - For the families and financial dependents of victims of the crash of American Airlines Flight 587 on November 12, 2001.

Military Enhanced Recognition Incentive and Tribute - MERIT Scholarship, also known as Military Service Recognition Scholarship (MSRS) - Provides financial aid to children, spouses and financial dependents of members of the armed forces of the United States or of a state organized

militia who, at any time on or after Aug. 2, 1990, while a New York State resident, died or became severely and permanently disabled while engaged in hostilities or training for hostilities.

NYS Math and Science Teaching Incentive Scholarship - Provides grants to eligible full-time undergraduate or graduate students in approved programs that lead to math or science teaching careers in secondary education.

NYS Memorial Scholarship for Families of Deceased Firefighters, Volunteer Firefighters, Police Officers, Peace Officers, and Emergency Medical Service Workers - Provides financial aid to children, spouses and financial dependents of deceased firefighters, volunteer firefighters, police officers, peace officers, and emergency medical service workers who have died as the result of injuries sustained in the line of duty in service to the State of New York.

NYS Scholarships for Academic Excellence - Awarded to outstanding graduates from registered New York State high schools. Awards are based on student grades in certain Regents exams. For up to five years of undergraduate study.

NYS World Trade Center Memorial Scholarship - Guarantees access to a college education for the families and financial dependents of the victims who died or were severely and permanently disabled in the Sept. 11, 2001 terrorist attacks and the resulting rescue and recovery efforts.

New York State Achievement and Investment in Merit Scholarship (NY-AIMS) - The New York State Achievement and Investment in Merit Scholarship provides high school graduates who excel academically with \$500 in merit-based scholarships to support their cost of attendance.

NYS Aid to Native Americans - Provides aid to enrolled members of tribes listed on the official roll of New York State tribes or to the child of an enrolled member of a New York State tribe.

NYS Regents Awards for Children of Deceased and Disabled Veterans - Provided to students whose parent(s) have served in the U.S. Armed Forces during specified periods of war or national emergency.

Segal AmeriCorps Education Award - Provided to New York State residents interested in high quality opportunities in community service.

Veterans Tuition Awards - Vietnam, Persian Gulf, Afghanistan, or other eligible combat veterans matriculated at an undergraduate or graduate degree-granting institution or in an approved vocational training program in New York State are eligible for awards for full or part-time study.

States Other Than New York

Some students from outside New York State may qualify for funds from their own state scholarship programs that can be used at Long Island University. Contact your state financial aid agency (call the Federal Student Aid Center at 1-800-433-3243 for the address and telephone number) for program requirements and application

procedures. When you receive an eligibility notice from your state program, you should submit it to the Office of Enrollment Services in advance of registration.

FEDERAL GRANTS AND BENEFITS

Pell Grant Program

The Federal Pell Grant Program provides assistance to undergraduate students who demonstrate financial need according to economic criteria and program requirements established by the federal government. To be eligible, you must enroll in a degree or approved certificate/diploma program and be matriculated for your first bachelor's degree. (You are not eligible if you have already completed a bachelor's degree.) By submitting the Free Application for Federal Student Aid (FAFSA), you also apply for a Federal Pell Grant.

Federal Supplemental Educational Opportunity Grants (SEOG)

These federally funded grants are awarded to undergraduates whose financial need is substantial. All FAFSA filers who meet our published deadlines and qualify are automatically considered for this grant. However, funds for this program are very limited.

Veterans Benefits

Various programs provide educational benefits for spouses, sons, and daughters of deceased or permanently disabled veterans as well as for veterans and in-service personnel who served on active duty in the United States Armed Forces after January 1, 1955. In these programs, the amount of benefits varies. Applications and further information may be obtained from the student's regional office of the Department of Veterans Affairs. The University is also an annual participant in the Yellow Ribbon Program. Additional guidance may be obtained from the Enrollment Services office or at the US Department of Veterans Affairs website at www.benefits.va.gov/GIBILL/index.asp.

SCHOLARSHIPS AND GRANTS FROM OTHER ORGANIZATIONS

In addition to the sources of gift aid described above, students may also be eligible for a private scholarship or grant from an outside agency or organizations. Some sources to explore are employers, unions, professional organizations, and community and special interest groups.

FEDERAL LOANS

Federal Direct Student Loan Program

The Federal Direct Student Loan is obtained from the U.S. Department of Education. The total amount borrowed in any year may not exceed the cost of education minus the total family contribution and all other financial aid received that year. Interest rates are fixed at 3.76% for undergraduate loans.

Direct loan payments are co-payable to LIU and the student, and funds are applied first to any outstanding balance on the student's account. An origination fee of 1.068% (2015-16 rate, 2016-17 not available at the time of publishing) will be

deducted from the loan funds. Students may qualify for both subsidized and unsubsidized direct loans. The interest on the Federal Direct Subsidized Loan is paid by the US government while the student is in school and remains enrolled at least half-time. The Federal Direct Unsubsidized Loan terms and conditions are essentially the same as the subsidized loan except the federal government does not pay the interest while the student is in school. Instead, the interest is accrued and added to the principal of the loan. Subsidized direct loans are based strictly on financial need. During the first year of study, a student may borrow up to a total of \$5,500 (combined subsidized and unsubsidized), with no more than \$3,500 as the subsidized amount. In subsequent years, the total is increased to \$6,500 for sophomores (with no more than \$4,500 as the subsidized amount), \$7,500 for juniors and seniors (with no more than \$5,500 as the subsidized amount), and \$20,500 unsubsidized loan for graduate students. For independent undergraduate students and some dependent undergraduate students whose parents do not qualify for a PLUS loan, the Federal Direct Unsubsidized Stafford Loan Program offers yet more borrowing eligibility.

For details about additional unsubsidized amounts available and the maximum aggregate limits for all direct loans combined, visit the US Department of Education website at www.studentaid.ed.gov/sa/types/loans.

Federal Direct PLUS Loan Program

The PLUS loan enables parents of dependent undergraduate students to borrow up to the full amount of an LIU education less other aid. There is no aggregate loan limit, and individual lenders will evaluate point history. The interest rate is fixed at 6.31%. An origination fee of 4.272% (2015-16 rate, 2016-17 not available at the time of publishing) will be deducted from the loan funds. PLUS loan disbursements are made copayable to LIU and the parent, and funds are applied first to the current term’s outstanding balance on the student’s account.

PRIVATE LOANS

A private (non-federal) loan may be a financing option for students who are not eligible for federal aid or who need additional funding beyond the maximum amounts offered by federal loans. These loans are not guaranteed by the federal government. LIU urges all students and parents to research any lender they are considering for this type of funding and to specifically ask a number of key questions, including: current interest rates; co-signer requirements; repayment options, both in school and out; and whether or not the loan may be sold to another provider.

The university does not have a preferred lender for private loans; each student has the right to select the educational loan provider of his or her choice. However, there are a number of independent resources that can be used to evaluate and analyze private loan options.

If you have considered applying for a private loan, you may be required to complete the Free Application for Federal Student Aid (FAFSA) (see above for application instructions) in order for the university to certify your loan eligibility. Private loans that are used to cover prior semesters may require additional information for approval, such as letters certifying indebtedness, attendance verification, official transcripts, etc. As such, when requesting funding for prior terms, be sure to reference the correct academic year on your application.

The basic process involved with securing private loans is the electronic filing of an application, institutional certification, and approval information. Generally speaking, electronic filing processing requires at least 72 hours before a lender will respond. The university will assist you in this process and will determine for you the maximum loan amount you will be allowed to borrow based on your estimated cost of attendance and pre-existing financial aid awards. The complete process normally takes 7-14 business days.

EMPLOYEE EDUCATION PLANS

Many companies pay all or part of the tuition of their employees under tuition refund plans. Employed students attending the university should ask their personnel officers or training directors about the existence of a company tuition plan. Students who receive tuition reimbursement and LIU employees who receive tuition remission must notify the Office of Enrollment Services if they receive this benefit.

Standards for Satisfactory Academic Progress (SAP)

Federal Financial Aid Programs

Federal regulations require students to make satisfactory academic progress (SAP) toward the completion of a degree or certificate program in order to receive Title IV financial aid, which includes the Federal Pell Grant, Federal SEOG, Federal Work Study, Federal Perkins Loan and the Federal Direct Loan Programs. Satisfactory academic progress is measured qualitatively and quantitatively by two components: a student’s cumulative grade point average (GPA) and the amount of credits they have earned relative to their year in school and enrollment status.

Satisfactory academic progress is measured annually, at the end of the spring semester, after all grades have been submitted. Students failing to meet the criteria stated below are eligible to appeal this decision if extenuating circumstances played a factor in their academic performance. Examples of such circumstances could include an illness, accident, separation or divorce, or the death of a relative. An appeal must be made in writing to the university and include an explanation of the circumstance(s) that may have adversely affected the student’s ability to meet the academic

requirements, and the plan or changes that have occurred which will allow them to make SAP in the future. All appeals must be accompanied by supporting documentation, such as a letter from a doctor or attorney. If an appeal is granted, the student will either be placed on probationary status for one semester during which the student must meet SAP guidelines, or must successfully adhere to an individualized academic plan that was developed for them by their academic advisor as part of their appeal. Failure to meet these criteria will result in loss of eligibility for Title IV funds.

Students wishing to receive Title IV financial aid for summer semesters may have these awards evaluated and offered prior to a determination of SAP. All students receiving summer aid will have their SAP evaluated after all spring grades have been submitted. Students not making progress will have their summer aid cancelled, and the student will be liable for all tuition and fee charges incurred unless an appeal is filed and granted as outlined above.

The criterion below outlines the progress that is required for a full time undergraduate student to be considered in good standing:

Credits Attempted	Credits Earned	Credits Earned	Cumulative GPA Required
0-29	50%	0 - 29	1.8
30-99	67%	30 - 59	1.9
100-192	80%	60 and above	2.0

Notes:

- Progress standards for part-time students are prorated based upon the criteria above.
- Qualifying transfer credits are counted as both attempted and earned credits but have no effect on the GPA..
- Grades of W (Withdrawal), UW (Unofficial Withdrawal), and INC (Incomplete) are counted as credits attempted but not completed and do not effect the GPA.
- Repeated classes will count only once towards credits completed. A student may receive aid for a repeated class that has been successfully completed once.
- Students may not receive federal aid for classwork that exceeds 150% of their degree requirements.
- Any departmental requirements that exceed these standards must be adhered to for the purposes of evaluating SAP.

New York State Awards

To receive financial aid awards from New York State, including Tuition Assistance Program (TAP) funding, students must meet the academic standing requirements established by the New York State Education Department. These requirements are different than those set forth by the federal government, and apply only to New York State awards.

The basic measures for good academic standing for New York State awards include the following:

- Pursuit of Program: A student must receive a passing or failing grade (A-F) in a certain percentage of courses each term.
- Satisfactory Academic Progress: A student must accumulate a specified number of credits and achieve a specified cumulative grade point average (GPA).

The requirements for meeting these standards increase as the student progresses, and are based upon the number of state awards that the student has already received. Students failing to meet the established criteria are eligible to request a one-time waiver of the academic and/or “C” average requirement(s) if extenuating circumstances played a factor in their academic performance. Examples of such circumstances could include an illness, accident, separation or divorce, or the death of a relative. An appeal must be made in writing to LIU and include an explanation of the circumstance(s) that may have adversely affected the student’s ability to meet the academic requirements, and the plan or changes that have occurred which will allow them to make SAP in the future. All appeals must be accompanied by supporting documentation, such as a letter from a doctor or attorney. If a waiver is granted, the student will be eligible for the state award for the semester for which they were granted the waiver. The student must continue to meet the academic progress and pursuit of program requirements to receive further awards.

The charts below outline the progress that is required for an undergraduate student to be considered in good standing:

Baccalaureate Semester Based Program Chart (2006 Standards)

Applies to students first receiving aid in 2007-08 through and including 2009-10 and remedial students first receiving aid in 2007-08 and thereafter.

Before Being Certified for Payment:

Semester	Minimum credits accrued	Minimum GPA
1st	0	0
2nd	3	1.1
3rd	9	1.2
4th	21	1.3
5th	33	2.0
6th	45	2.0
7th	60	2.0
8th	75	2.0
9th	90	2.0
10th	105	2.0

Baccalaureate Semester Based Program Chart (2010 Standards)

Applies to non-remedial students first receiving aid in 2010-11 and thereafter.

Before Being Certified for Payment:

Semester	Minimum credits accrued	Minimum GPA
1st	0	0
2nd	6	1.5
3rd	15	1.8
4th	27	1.8
5th	39	2.0
6th	51	2.0
7th	66	2.0
8th	81	2.0
9th	96	2.0
10th	111	2.0

Notes:

- All students must be registered for a minimum of 12 credits per semester.
- A student may not receive a New York State award for repeating a class that they have already successfully completed (i.e., the credits for a repeated class for which the student has already received a satisfactory grade will not count towards the full-time requirement).
- The standards that a student must meet are dependent upon when a student first received an award from New York State, as well as their remedial status.
- A student is placed on the chart above based upon their total TAP points received, including any award(s) received at a previous institution(s).
- To continue to receive TAP funding, a minimum number of credits must be completed each term, as well as on a cumulative basis.
- A student must maintain a minimum grade point average (GPA) prior to being certified for a TAP payment. This average increases as the student progresses in payment points.
- All students must have a cumulative GPA of 2.0 (a “C” average) or better after accumulating 24 or more payment points (e.g., 4 full time semesters).
- A student who is not making progress, and/or is not meeting the “C” average requirement may request a one-time waiver if extenuating circumstances affected their academic performance. A student may only receive this waiver once for New York State awards.

CAMPUS LIFE AT LIU BROOKLYN

Athletics

LIU Brooklyn Athletics is a member of the Northeast Conference in NCAA Division I, and currently supports 19 varsity sport programs that compete at the highest collegiate level in the country. The Blackbirds have won 12 league championships over the last four seasons, including three straight NEC titles in men's track & field from 2014-2016. LIU Brooklyn's women's volleyball team has won nine championships in the last 12 years and the softball program has won a league-high 13 titles in its history.

Campus Ministry

Roland Robinson

**Division of Campus Life
Pratt 122**

718-488-1042; bkln-campuslife@liu.edu

Campus Ministry at LIU Brooklyn dares to foster a community that takes its faith traditions very seriously. We challenge our members to be credible witnesses of their traditions of faith and to employ the best elements of the same in the services of our community.

As a diversified, multi-religious and ethnic community par excellence, we seek to enrich one another and our community with the values of our different traditions, and to collaborate ecumenically as advocates for justice, peace and reverence for life.

The sacred writings of the different religions serve as our guide for action. And our mode of operation is from campus to social outreach, from place of theory to place of reality, from feelings of concern to actions against poverty, hunger, disease and social injustice.

Our goal is to help our community develop the full potentials of their humanity, become better citizens and responsible inhabitants of our planet, and to die with a better hope.

Cultural Programs and Exhibitions

With three galleries, LIU Brooklyn presents monthly exhibitions of paintings, sculpture, photographs, prints, and other art forms by emerging and established artists. This thriving and diverse exhibition program, sponsored by the Department of Visual Arts, reflects LIU Brooklyn's strong commitment to making an array of visual art accessible to both students and the community. Gallery spaces include the Salena Gallery, the Nathan Resnick Showcase Gallery and the Humanities Building Gallery. Located in the lobby of the Kumble Theater, the glass-

enclosed, elliptically shaped Humanities Building Gallery showcases unique presentations of projects and installations, many of which could not be displayed anywhere else.

Living on Campus

**Division of Campus Life
Pratt 122**

718-488-1042; bkln-campuslife@liu.edu

Residence Life provides a safe, caring and respectful community where experiential interactions inspire learning, citizenship, leadership and holistic reflection aligned with the Long Island University mission.

Residents reside in one of three residential halls. Richard L. Conolly Hall is a 16-story building of standard, suite, and apartment spaces for freshmen, sophomore, and junior class residents. Seniors live in the 1 Hoyt Street which is comprised of suites and apartment spaces. Graduate students reside in 490 Fulton a three-floor all-apartment residence.

All residential students are required to participate in one of the university meal plan options. All residences offer free wireless internet, cable, study lounges, recreation rooms, TV lounges, laundry rooms, 24 hours/day security officers, and dedicated professional and paraprofessional staff. Typical residential spaces include an extra-long twin sized bed, desk, desk chair, dresser, micro-fridge, wardrobe unit/closet, AC, and personal digital safe.

Public Safety

Emergencies: 718-488-1078

Non-Emergencies: 718-488-1078

The Department of Public Safety at LIU Brooklyn is located in the rear of Metcalfe building, opposite the Pharmacy building. The department has a full-time staff that consists of a director, three tour commanders, three lieutenants, three desk sergeants, 45 public safety officers, and an administrative assistant. Public safety officers are licensed by the State of New York and are trained, certified and registered pursuant to the New York State Security Guard Act of 1992. The department serves the campus 24 hours a day, 7 days a week year-round and may be reached by dialing 1078 on campus telephones (add prefix 488 when using outside lines).

The Department of Public Safety is concerned with the welfare and safety of all members of the campus community and their guests. The activities of the Department of Public Safety are enhanced by its close relationship with the 84th and 88th Precinct, who shares the responsibility of maintaining law and order on the campus. This precinct often notifies the department of any off-campus arrest involving members of our campus community if there is a perceived threat to the welfare of the other members.

Public safety officers are not peace officers, but

they do handle criminal acts and crime scenes until the police department arrives. Suspects are identified and detained for action by the arriving police personnel.

Annual Campus Security Report

In accordance with the provisions of the Jeanne Cleary Act, LIU Brooklyn's annual security report includes statistics for their previous three calendar years concerning reported crimes that occurred on campus; in certain off-campus buildings or property owned or controlled by LIU Brooklyn; and on public property within, or immediately adjacent to and accessible from, the campus. The report also includes institutional policies concerning campus security issues, such as those concerning alcohol and drug use, crime prevention, the reporting of crimes, sexual assaults, hate crimes, and other relevant matter.

Emergency Management

LIU Brooklyn's Department of Public Safety offers comprehensive services in emergency response and management to ensure the safety of our students, faculty and staff. Through several initiatives, the campus is prepared for a wide array of emergency situations, ensuring prompt notification and protection of the campus community whether the event is commonplace or extraordinary. In the event of emergency, LIU Brooklyn's Emergency Notification System is enabled to instantly and simultaneously contact LIU Brooklyn students, faculty and staff via Long Island University email, Web site notifications and text messaging to those who register their cell phones with the university. Emergency building managers assist Department of Public Safety in disseminating information in their designated building and have been trained in "Evacuation" and "Shelter-in-Place" procedures. LIU Brooklyn employs the use of an outdoor siren warning system.

An efficient snow and emergency school closings system is in place to ensure our students are informed of closings immediately via the LIU Brooklyn homepage, our emergency closings hotline (718-488-1000 or 718-488-1078), as well as local radio and television stations.

Student Life

**Division of Campus Life
Pratt 122, 718-488-1042**

bkln-campuslife@liu.edu

LIU Brooklyn's Office of CampusLife facilitates the development of students, and hones their personal and organizational leadership skills by providing opportunities for participation in co-curricular, cultural, social, civic, community and wellness programs. The core values of student life are leadership, integrity, service, community, diversity, learning, and school spirit, and we carry out our mission primarily through our oversight of clubs and organizations, leadership training programs, evening programs, civic and community

programs.

All students in good standing are encouraged to take part in co-curricular activities. Programs offered through the Office of CampusLife are funded by student activity fees. The distribution of the student activity fee promotes a progressive and student-centered program.

Student Organizations

We guide and assist over 80 student organizations in planning, organizing and implementing of each group's goals and events. Our student organizations include social, academic, cultural, religious groups and honor societies. In addition, we oversee the student media coalition which is comprised of: WLIU Radio, a state-of-the-art radio station, WLIU DJ Mobile Unit, Seawanhaka Newspaper, Sound Yearbook, and LIU Television.

Leadership Training

Office of Campus Life provides annual leadership training for all students involved in student organizations at leadership retreats. We also offer trainings and workshops throughout the year.

Avena Lounge

The Avena Lounge is a student area complete with opportunities for building business management and event planning skills. The lounge has a game room, kitchen for special events and general programming space. Student employment is also available in Avena Lounge.

Evening Recreation Program

Our dynamic evening recreation program is multi-faceted ranging from basketball, tennis and African/Caribbean dance to board games, table tennis and X-Box game tournaments. Students in the program compete in national and local tournaments. The program also sponsors trips to professional sporting events, including New York Rangers and Islander's hockey, New York Knicks and Brooklyn Nets basketball, New York Mets and Yankees baseball, and New York Jets and Giants football.

Civic and Community Program

Office of Campus Life encourages students to be knowledgeable and engaged citizens. The office registers over 400 students per year in our various voter registration drives.

Additionally, the office sponsors "LIU Gives Back Month" in the month of March, and other service opportunities. Past initiatives, throughout the year, have included fundraising for various benefits such as Relay for Life, Hurricane Sandy relief, breast cancer research, an alternative spring break trip, several blood drives throughout the year, clothing and book drives, holiday celebrations for children in the community and several others. All students and members of student organizations, in particular, are encouraged

to participate in community service each year.

Student Government Association

All enrolled students are members of the Student Government Association (SGA). The executive officers of the SGA, along with the elected representatives from each class, constitute the SGA Council. Some of the SGA Student Council's many duties include allocating of funds to all campus organizations; approving the formation of new organizations; and sponsoring extracurricular programs of intellectual, cultural and social appeal for the student body. In addition to its administrative functions, the SGA Student Council acts as a liaison between the student body and the faculty and administration. In addition, each student organization has representation on the SGA senate.

FACILITIES

Arnold & Marie Schwartz Gym

The Brooklyn Paramount Theater opened on November 23, 1928. At the time of its opening it was the second largest theater in New York with 4,500 seats. Once considered the most beautiful motion picture theater in the world, it was the first designed theater for movies with sound. Doubling as a concert hall, many famous musicians such as Ella Fitzgerald, Miles Davis, Duke Ellington, Chuck Berry and Buddy Holly all graced the theater with their musical presence.

In 1962, a transformation began to turn the historic Paramount Theater into the Arnold and Marie Schwartz Athletic Center. Though modified into an Athletic Center, all the original decorative detail on the walls and ceiling were preserved. In addition to the preservation of the structure, the world famous Wurlitzer organ is housed and still operational underneath the basketball court. The Arnold and Marie Schwartz Athletic Center became home to the LIU basketball and volleyball squads. Officially opening in 1963, it was the Blackbird's home until the opening of the Wellness, Recreation and Athletic center in 2006.

With the opening of the Wellness, Recreation and Athletic Center - now the Steinberg Wellness Center - in 2006, the Paramount Gym has become a multipurpose venue used by the university for events, shows, dinners, classes and intramural sports. Because of its unique history, majestic ceiling and hand carved wall fixture, the gym has become a site that outside businesses and the Brooklyn community love to use for events.

Downtown Brooklyn Speech-Language-Hearing Clinic

The Downtown Brooklyn Speech-Language-Hearing Clinic, located in the Fort Greene/Downtown Brooklyn community, is a vital part of LIU Brooklyn's graduate program in communication sciences and disorders. Our state-of-the-art center employs speech-language pathologists who serve as clinical faculty and supervisors to our graduate interns. Clinical staff are licensed by the NY State Office of the Professions, and certified by the American Speech-Language-Hearing Association (ASHA) and the New York State Department of Education. The graduate program is accredited by the Council on Academic Accreditation of ASHA.

If you believe that you, or someone you know, has a speech-language, swallowing or hearing problem, call us at 718-488-3480. Our fees for services are affordable. We also have a reduced fee schedule, if needed.

Kumble Theater for the Performing Arts

Kumble Theater for the Performing Arts at LIU Brooklyn is a dynamic, state-of-the-art performance venue serving one of the most diverse campuses and communities in the country. It is designed to nourish artistic exploration and development by students and other emerging artists while providing the entire community greater access to an exciting range of quality classical and cutting-edge professional performances from around the world.

Impeccably crafted for the dramatic and technical demands of dance, music and theatrical productions, this elegant, 320-seat theater provides finely tuned acoustics and top-tier lighting, projection and other electronic capabilities. With a stage featuring a "sprung" floor extending to the seating area, the theater fosters an intimacy between performers and their audiences.

This extraordinary theater was made possible through the generosity of LIU Trustee Steven J. Kumble. It is part of an ambitious campus renovation that created an extensive performing arts complex also featuring a black box theater, dance studios and a glass-enclosed art gallery. Among other major supporters of the performing arts complex are the EAB/Citigroup Foundation, through former LIU Board of Trustees Chair Edward Travaglianti, LIU trustee emeritus Donald H. Elliott, former LIU trustee Bruce C. Ratner, the City of New York and the Independence Community Foundation.

Psychological Services Center

Seymour Pardo, Director
718-488-1266

At our Psychological Services Center, free and confidential personal counseling is offered to students by supervised doctoral candidates in clinical psychology. Students experiencing stress in relation to academic, social or family situations or students who simply feel they are not living up to their full potential for various reasons may benefit from speaking to someone at the center. Whether stress is interfering with a student's ability to do his/her best at school or is affecting the student's family or social life, talking can help. No one in or outside the university knows who comes to the center, except in the rare case of danger to self or other.

The Psychological Services Center is located on the fifth floor of the Pratt Building, Room 510 and is open on Mondays and Thursdays 9 a.m. to 4 p.m., Tuesdays 11 a.m. to 4 p.m., and Fridays 10 a.m. to 3 p.m. Students can call to make an appointment or just stop by.

Steinberg Wellness Center / Wellness, Recreational & Athletic Center (WRAC)

This 112,000 square foot facility supports LIU Brooklyn's 17 Division I athletic teams, provides a state-of-the-art workout facility and swimming pool for the campus community, and offers a broad array of health and wellness services to our students, faculty, and administrators, as well as the members of the Brooklyn community at large.

Steinberg Wellness Center (previously called Wellness, Recreational & Athletic Center {WRAC}) features a 2,500 seat arena, which hosts the campus' Division I basketball and volleyball games, high school athletic events, and a variety of other special events. The fitness center includes state-of-the-art cardio and strength equipment, and a group exercise studio that includes free classes such as Pilates, yoga, hip hop dance, total body conditioning, Salsa, Zumba and abs-workout classes. The facility also includes a 25-yard, eight lane swimming pool and a rooftop track and tennis courts.

Steinberg Wellness Center encompasses the Health and Wellness Institute which provides activities and programs that promote good health and wellness behaviors that reduce health disparities and improve the quality of life for members of the campus community and the community at large. The Health and Wellness Institute houses one of New York City's only state-of-the-art HydroWorx 2000 therapeutic pool, which includes an elevating floor to allow for easy access and varied water levels, an underwater treadmill with speeds up to 8.5 mph, underwater video camera and viewing monitors, body weight-support harness system, adjustable temperature control, and jets that propel water and can be used to resist movement and to challenge a person's balance.

The Center for Physical Rehabilitation is a state-of-the-art facility that offers a wide range of physical therapy services to the LIU Brooklyn community as well as to residents of the surrounding community. The center provides a "hands-on" approach for a broad array of physical issues and offers a customized treatment plan that is tailored to your specific health needs. We pride ourselves on delivering individualized care by licensed physical therapists who are experts in treating a diverse client population.

The Harriet Rothkopf Heilbrunn (HRH) Academic Nursing Center is also located in the cellar level of the Steinberg Wellness Center. The HRH Academic Nursing Center's mission is to reduce health disparities among high-risk populations by providing accessible and affordable, primary, secondary and tertiary prevention activities focusing on risk assessment, education, counseling, and referral for vulnerable, underserved populations in downtown Brooklyn

including the students and employees of LIU Brooklyn. The center provides free health screenings, programs to monitor existing health conditions, mammogram and HIV testing and counseling and support programs.

Student-Run Businesses

LIU students learn what it takes to run a business by running a business. Students are involved in every facet of operations, from product selection and marketing to sales management and bookkeeping. Profits from LIU's student-run businesses support student scholarships, along with new business initiatives to create real-world business experiences for more students.

Browse

Browse offers a selection of popular technology brands and products, and is an authorized Apple products retailer. Students will find all the tools they need to power their LIU Brooklyn experience, from tablets and notebooks to all-in-one desktop computers and gaming consoles, as well as accessories. Students will benefit from the IT help desk, which they can use as a resource for technological needs and questions. In addition, students working in the store will gain expertise as they work alongside certified Apple service help desk technicians.

Browse is a Dell University campus store and special discounts are available for LIU community members.

Healthy Zone

Healthy Zone is LIU Brooklyn's newest student-run business, located on the third floor of the Library Learning Center. The shop offers wholesome food, including many kosher-friendly items, and is managed by students under the direction of the Center for Entrepreneurship.

STUDENT SERVICES AND RESOURCES

LIU offers a variety of support services to aid students in achieving their personal and professional goals and make the most of their educational experience. This includes programs designed to serve a diverse variety of students at various stages of their development and address a broad range of individual needs and challenges.

LIU Promise primarily works with first-year students as well as some transfer students and continues to provide guidance and support through graduation. Graduate students and some upper-class students are served through the Office of Enrollment Services as well as advisors within their home departments. Working in concert, LIU Promise, Enrollment Services and Campus Life strive to accommodate the entire LIU student body and promote student retention.

Using the My LIU portal at <https://my.liu.edu>, you can view your financial aid status and account activity, make online payments, schedule appointments with LIU Promise Success Coaches or Enrollment Services Coaches, and view "to do" items and "holds" that need to be resolved to continue the enrollment process. Additionally, LIU Promise Success Coaches and Enrollment Services Coaches will provide both you and your family continuous support and service throughout your time as an LIU student.

Alumni Community

Alumni Community

Office of Alumni Relations and Development 718-780-6562

The Office of Alumni Relations and Development is dedicated to advancing LIU's mission of access and excellence. Guided by the university's strategic priorities, the office nurtures lifelong relationships with alumni, parents, friends, and organizations that result in volunteer engagement and philanthropic support. All students of LIU Brooklyn are members of the alumni community upon graduation.

Alumni Benefits

The alumni community of LIU receives access to a lifetime of benefits designed to keep alumni connected to one another:

Furthering Your Education

Graduate Alumni Award: Graduates who want to pursue their first master's degree are eligible for a \$1,000 scholarship each year. Students must enroll in six credits per semester.

Paying it Forward Legacy Alumni Scholarship: Children or siblings of alumni are eligible for the legacy alumni scholarship award for up to \$1,000 each year.

Summer Camp discount: Enjoy a one-time 15% discount at LIU Post Youth Camps and the Children's Academy at LIU Brooklyn.

Visiting Campus

Enjoy the performing arts: alumni receive a 10% discount at the Tilles Center for the Performing Arts at LIU Post and receive discounted tickets at the student price at Kumble Theater for the Performing Arts at LIU Brooklyn.

Stay healthy: alumni receive a discounted membership fee to join the Pratt Fitness and Recreation Center at LIU Post and the Wellness Recreation and Athletic Center (WRAC) at LIU Brooklyn.

Library resources: alumni receive access to LIU's large and diverse university libraries and computer labs, including a 10% discount at the campus bookstores.

Retail Discounts

GEICO: alumni receive discounted insurance through GEICO, visit www.geico.com/alum/liu All LIU Brooklyn alumni are encouraged to support the Fund for LIU, which provides assistance to LIU students in need through vital financial aid programs. To obtain an alumni identification card, update your contact information, or to learn more about benefits and volunteer opportunities, please contact the Office of Alumni Relations and Development at 718-780-6562 or email Bklnalumni@liu.edu. The office is located in the Metcalfe building, room M101.

Bookstore

LIU Brooklyn Bookstore - Your Official Campus Bookstore - 718-858-3888

- Location: Between Humanities Building and Richard Connolly Hall
- Payment Methods: financial aid vouchers, LIU Wallet, cash, Barnes & Noble gift card, and all major credit cards.
- Regular Store Hours: Monday – Thursday 9:30 a.m. – 6:30 p.m. and Friday 10 a.m. – 3 p.m. (We have extended hours during the first 2 weeks of classes and reduced hours during the summer and intercession.)
- We are Open 24/7; online: www.liunet-brooklyn.bncollege.com

We Speak Textbook

• Rent or buy new, used, and digital textbooks
When You Rent or Buy Textbooks from the LIU Brooklyn Bookstore, You're Guaranteed:

- The right textbook (we work directly with the professors to get the right titles on the shelf and on our website.)
- Rent or buy textbooks online for in-store pickup or we can ship directly to you
- To save the most money upfront, rent your textbooks and save an average of 50%
 - highlight, take notes, and make them your own, plus we'll send you reminders when your rentals are due back.
- Buying your books?
 - save up to 25% with used textbooks
 - sell us your used textbooks during finals week and get up to 50% cash back.
- Go digital with Yuzu

- Yuzu by Barnes and Noble lets you organize and read your digital content on your iPad and PC. Learn more about Yuzu; www.yuzu.com/college
- Need to return a textbook
- A full refund is given during the first week of classes. The book must be in its original condition and you must have your register receipt or online invoice/order number.
- A full refund is given during the Add/Drop period. The book must be in its original condition and you must have your register receipt or online invoice/order number.

We Have Everything You Need to Succeed

- School supplies
- Pentel, Bic Papermate pens/pencils, Oxford index cards, Five Star notebooks, etc.
- Technology & electronics
- HP, Texas Instrument, Case Logic, etc.
- LIU Brooklyn apparel & gifts
- Under Armour, Champion, Jansport, Alta Gracia, etc.
- Snacks & more
- Energy bars, candy bars, beverages, Burts Bees, etc.

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- Fun environment
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- We're flexible
- We'll partner with you to create a work schedule that works with your classes
- Location - we're right on campus, near everywhere else you need to be

Join our loyalty program and save 25% on one

(1) LIU apparel Item. Visit www.welcomeclassof.com to sign up.

LIU Blue Thursday- wear blue on Thursdays to receive a special 10% discount on one (1) apparel Item In store only

Center for Learning and Academic Success

Dr. William Burgos, Director
718-488-1094

Location: LLC, 4th Fl.

Hours: Monday – Thursday, 10 a.m. - 7 p.m.

Friday, 10 a.m. - 5 p.m.

Online tutoring available, various hours 7 days a week, through Blackboard.

The Center for Learning and Academic Success (CLAS), located in the Library Learning Center, on the 4th Floor, offers quality one-on-one and small-group tutoring across the disciplines to undergraduates of LIU Brooklyn. We provide assistance in mathematics, business, languages, and the humanities, as well as the social, physical and health sciences. Tutoring sessions are

designed to supplement in-class work and focus on providing opportunities for active learning, self-reflection, and collaborative study. Tutors, acting as educational mentors rather than instructors, focus not on teaching content and completing homework assignments, but on posing problems and putting course subjects into practice through critical thinking and re-examination. We want to help you become a better learner. We offer weekly one-on-one or small-group sessions, walk-in tutoring sessions, online tutoring, targeted group workshops, study skills support, mid-term and final exam review sessions, and assistance with forming study groups.

English Language Institute

Noga La'or, Director

Phone: 718-488-1323

E-mail: esl@brooklyn.liu.edu

Location: LLC, 4th Floor

**Hours: Monday – Thursday, 9 a.m. – 6 p.m.
Friday, 9 a.m. – 5 p.m.**

The English Language Institute offers both intensive and non-intensive English language programs for international students, immigrants, and refugees who wish to improve their language skills. Classes include conversation and listening, reading and vocabulary, grammar, and writing. Full- and part-time preparation courses for the TOEFL (Test of English as a Foreign Language) are also offered, as well as elective classes focusing on pronunciation skills, writing research papers and preparation for the LIU English placement exam. Classes are taught mornings, afternoons, and evenings, Monday-Thursday, throughout the year; F-1 (student) visas and financial aid are available for qualified students. The English Language Institute is located in the Library Learning Center, 4th Floor.

Enrollment Services

Incoming LIU students who are not assigned a Student Success Coach are assigned an Enrollment Services Coach. Enrollment Services Coaches guide and assist transfer undergraduate students as well as graduate students from their first semester at LIU to graduation. This includes keeping up with academic progress and degree requirements, as well as managing financial aid issues.

Students are responsible for registering for classes through the My LIU student portal. As such, they should stay in close contact with their Enrollment Services or Student Success Coach to plan for their enrollment date.

Students with questions regarding the academic counseling program should contact their academic advisor.

First Year Seminar (FYS 1)

1 credit course

The First Year Seminar is designed to help first-time freshmen and transfer students' transition into successful members of the LIU community. This includes developing critical thinking, reading and reflective writing skills through the incorporation of the common read and the creation of a digital portfolio. The course is also meant to refine students' approach to college learning and instill a respect and appreciation for the value of a liberal arts and science education.

The First Year Seminar is taught by instructors from various LIU departments, including faculty members, success coaches and administrators, who work in cooperation with their students' respective coaches to ensure a successful transition to life at LIU.

Information Technology

George Baroudi, Vice President for Information Technology & CIO

Information Technology's (IT) role has transformed from being two divisions of academic computing and administrative computing services into a single unit that facilitates and fosters technology innovations across the institution – moving the university ahead of the technology curve to build a competitive edge in higher education and to offer modern tools to our students, faculty, staff members and administrators.

The Office of Information Technology is responsible for managing all aspects of the university's information technology operations, including academic and administrative systems and computing, databases, dashboards, networking, audiovisual, video and telecommunications infrastructure, academic computer labs and smart classroom spaces. IT maintains 30,000 internet-capable devices and 826 analog/digital telephones and 859 Cisco IP phones. That includes fiber optic and copper infrastructure throughout the buildings, firewall and security access, and wireless internet access. IT provides off-site facilities support to Hanover, Hoyt and Fulton Street residence halls, Steinberg Wellness Center, the Steiner Studios at the Navy Yard (screen writers program), Westchester and Rockland campuses. IT also maintains the campus' security camera systems, electronic door locks to all dorms and most classrooms, cafeteria and retail space cash registers, Kronos timekeeper for the facilities staff, campus videoconferencing and campus plasma displays, electronic and web signage.

Office of Information Technology also provides oversight for university-wide information systems, compliance and security in accordance with policies set forth by university counsel. Office of

Information Technology collaborates with the Office of Academic Affairs to implement a unified, comprehensive learning management system and online education initiatives. Office of Information Technology also manages business process improvement initiatives across the university.

As a further extension of the university's commitment to providing students with unique, real-world learning opportunities, LIU's Office of Information Technology recently opened the doors to **Browse**, LIU's on-campus technology store, an authorized technology products retailer that offers popular technology brands and products, from tablets and notebooks to all-in-one desktop computers and gaming consoles, as well as accessories, at discounted rates for LIU faculty, students, and staff with a valid LIU ID. Students who are hired in Browse as store associates play an important role in the Browse's day-to-day operations and gain professional skills as they work alongside certified service help desk technicians. Students have the opportunity to learn about retail, customer service, business management, entrepreneurship, small business operations, supply chain management, e-commerce, as well as networking and technology troubleshooting, work experience that helps students to build a professional résumé prior to graduation. Students are encouraged to come to Browse for helpdesk support issues.

Faculty members have a specialized resource: the Faculty Technology Resource Center (FTRC). The FTRC locations at each campus facilitate utilization of the Blackboard learning management system along with other teaching and learning tools. The FTRC provides consulting, design, and programming for custom multimedia applications, digitization of educational resources, and provide and maintain public work spaces created specifically for faculty curricular development and staff technology training use. The FTRC staff is available for individual consultation, and also offers workshops and presentations in the latest uses of technology in the classroom.

MyLIU

MyLIU portal provides students with convenient access to information about their records. By logging onto <https://my.liu.edu>, students may view their schedule of classes, register for courses, obtain their grades, request transcripts, and apply for graduation. They may also view financial aid awards, billing information, make online payments, accept and decline federal loans and Federal College Work Study, and make an appointment to see counselors. For more information, please visit or contact Browse.

Student Helpdesk

Browse's helpdesk, run by student store associates, offers students with technology purchasing support and IT helpdesk services.

Student Email

Each student is assigned a university email address to use for corresponding with university faculty and staff. Students can check their email by logging into <https://my.liu.edu>. If you have any trouble accessing your MyLIU account, please check with the helpdesk at Browse at LIU Brooklyn on Dekalb Avenue.

IT Website: <http://it.liu.edu>

IT Email: IT@LIU.edu

IT Phone: 718-488-3300

International Student Services

Steve A. Chin, Director

Phone: 718-488-1389

Fax: 718-780-6110

E-mail: steve.chin@liu.edu

The Office of International Student Services provides special services to students from abroad and responds to their unique needs and problems. It gives information and sees to it that the resources available on campus are being used. It also guides and helps students with immigration and personal matters. All international students are required to contact the Office of International Student Services as soon as possible after registration. Special orientation programs are given during the fall and spring semesters. The office is a source of reference for international students on F-1, M-1 and J-1 visas.

LIU Promise

You'll Succeed. We Promise.

The LIU Promise is our commitment to ensuring you have the right tools, guidance and support to achieve your goals. When you apply to LIU, you will be assigned an LIU Promise Success Coach who will be there for you through graduation. Your coach will be the point of contact for everything you need—from academic and career counseling to campus activities to financial aid. It's our promise to help you chart your success!

Your LIU Promise Success Coach will work with you one-on-one to:

- Fast-track the enrollment process
- Help you select the right major
- Find the right scholarships for you
- Construct a financial plan to fund your education
- Introduce you to our vibrant campus life
- Identify internships and study-abroad opportunities
- Create an e-portfolio to showcase your work
- Launch your career, connecting you with employers before graduation

LIU Promise Career Success provides a comprehensive array of career services and programs to help LIU Brooklyn students navigate the career planning process and prepare for their professional careers. Students should meet with a coach often during your college years to successfully navigate the career planning process

and utilize LIU Career Connect, our online internship/job database and career management system.

Contact LIU Promise

Sloan 102, 1 University Plaza

718-488-1039

bkln-promise@liu.edu

Mathematics Center

Dung Duong, Assistant Director

718-246-6317

Hours: Monday – Thursday: 10 a.m. – 7 p.m.

Friday: 10 a.m. – 5 p.m.

Saturday: 10 a.m. – 3 p.m.

The Mathematics Center, located in room M – 1105, offers students the opportunity to develop basic mathematics skills required for mathematics problem solving, as well as logical and analytical thinking by offering the non-credit courses DSM-01 and DSM-09. Tutors are available as well as opportunities to learn how to use software in personal computers. The Mathematics Center is a place where all students will be able to enhance their knowledge and understanding of mathematics. All students are able to visit the Mathematics Center to obtain free tutoring. The Mathematics Center provides help and tutoring for all students taking freshman level mathematics for academic credit. The Mathematics Center is not only a place for students with mathematics related problems on specific subjects, it is also a challenging work site for advanced students in all areas of studies where mathematics is involved. The Mathematics Center always welcomes walk-in students. In addition, individual tutors are available to assist with the use of software applicable to other areas of study – biology, chemistry, physics, pharmacy – offering useful tools for a better analysis and understanding of those disciplines. All students are eligible to participate, either voluntarily or upon instructor referral.

Multimedia Language Laboratory

Peter Kravsky, Associate Director

718-780-4568

Location: LLC-021

Hours: Monday-Friday, 9 a.m. – 9 p.m.

Saturday, 10 a.m. – 2 p.m.

The Multimedia Language Laboratory enables students of foreign languages as well as English as a Second Language (ESL) to improve their language skills at their own pace, either individually or collaboratively, using a full range of interactive language learning software. The Multimedia Language Laboratory provides a learning environment where students can:

- test their comprehension on any items covered in class,
- check their understanding of grammar and spelling,
- read a variety of materials and check their

- comprehension of vocabulary and content,
- practice pronunciation and listening comprehension through viewing and hearing material in the target language.

Student Support Services

Joanne Hyppolite, Ph.D, Director

718-488-1044

Student Support Services is a federally funded TRIO program which aims to encourage and assist students who are traditionally under-represented (first generation, low income) in postsecondary education, as well as provide qualified students with disabilities with appropriate academic accommodations and support needed to ensure equal access, in the preparation for, entry to, and completion of a post secondary degree.

The Office of Student Support Services provides opportunities for academic development with the aim of increasing the retention and graduation rates of its students. This is done by:

- Pairing all registered students with an Education Specialist who will work individually with students to provide personal and academic counseling, devise and implement interventions, and serve as a liaisons between students, and on-campus resources.
- Providing classroom and exam accommodations for qualified students with a disability.
- Providing technology and textbook loaner program for students.
- Social skills and advocacy groups, technology workshops, and career counseling.
- Academic support: ensuring the students receive mandatory tutoring and participate in math/English workshops.

Disability Support Services

Office of Student Support Services currently provides reasonable accommodations for a myriad of disabilities. These include, but are not limited to, psychiatric/psychological, neurological physical disabilities/mobility Impairments, sensory impairments, chronic medical and learning disabilities.

Students who wish to receive accommodations must self-identify to the Office of Student Support Services.

In order to receive accommodations under the Americans with Disabilities Act a current or incoming student must:

- have a physical or mental impairment which substantially limits any major life activity
- have a record of such an impairment
- be regarded as having such an impairment

For additional information please contact our office at the number above or visit our website www.liu.edu/Brooklyn/StudentLife/SSS.

Testing Center

Testing Center

Andres Marulanda, Director

718-488-1392

Location: LLC, 4th floor

Hours: Monday – Thursday, 9 a.m. - 6 p.m.

Friday, 9 a.m. - 5 p.m.

The Testing Center is committed to provide a nurturing, informative environment for students taking the LIU Brooklyn Placement Examination or other examinations deemed necessary by the university community. The placement examination is administered on campus or electronically through the Online Writing Assessment. Our center supports student success by ensuring that entering students are placed in appropriate English and mathematics courses.

Other examinations administered by the center include retests and exemption exams such as the Math 10 and language exams, Ability-to-Benefit exams required for some students for financial aid and exams to fulfill the core curriculum computer literacy graduation requirement. Support and appropriate arrangements are available for out-of state students. Applicants with qualifying disabilities should contact the Office of Student Support Services for testing accommodations.

The Testing Center works collaboratively with the campus community and supports academic departments by providing testing and proctoring services. The office administers the Teaching and Learning Assessment, the TEAS nursing exam, diagnostic tests including the ASSET and Accuplacer exams, Certified Surgical Technology test and other professional and certification examinations.

Veteran Services

LIU Brooklyn has a proud and distinguished history of serving its nation's military veterans and active duty service members. Our supportive community of staff and faculty is dedicated to seeing you succeed in your education, your career and your life. To accomplish this mission, LIU Brooklyn provides the resources you need to pursue your education while balancing the demands of life both inside and outside the classroom.

For additional information, our Veterans School Certifying Official can be reached at 718-488-1587 or by email: bkln-milvets@liu.edu.

Writing Center

Donald McCrary, Director

Lynn Hassan, Associate Director

718-488-1095

Hours: Monday-Thursday: 9 a.m.-8 p.m.

Friday: 9 a.m.-5 p.m.

Saturday: 10 a.m.-4 p.m.

The Writing Center, located in Room H-218,

offers one-on-one and small group tutoring to all LIU Brooklyn students. Its mission is to help students become better writers over time. Tutors work with students at all stages of the writing process: understanding an assignment, drafting an essay, learning more effective reading strategies, developing and supporting arguments, and learning how to proofread and edit papers. Students may register for ongoing weekly 50-minute sessions, one-time appointments, or distance tutoring. The Writing Center also serves as an on-campus resource and reference center for writing instruction and, through its Student Writing Group Project, works closely with the Writing Across the Curriculum (WAC) program, offering in-class writing workshops across the disciplines. Students registered at the Writing Center are welcome to use the dual-platform computer lab.

SPECIAL PROGRAMS

After School & Evening School-Age Child Care - FUN (Family University Program)

Guin Ellsworth, FUN After School Director 718-246-6488

Charlotte Marchant, School of Education 718-246-6496

The Family University (FUN) Program has been designed to serve financially eligible LIU Brooklyn students and their children by offering after school and evening programming for students with school-age children on a sliding fee scale. FUN is located within the Learning Center for Educators & Families (LCEF), a vital site for inquiry and learning and part of LIU's School of Education at 9 Hanover Place. With support from LIU Brooklyn and the School of Education, we are able to provide a safe space for children to engage in community-building, explore their creativity through arts and literacy-based activities, receive help with their schoolwork and eat a healthy dinner - leaving parents free to pursue their education. FUN is open Monday-Thursday, 3:30 pm - 8:30 pm, fall and spring semesters. Fees range from \$25-\$100 per LIU student, per semester. Registration is ongoing. FUN is funded through the Child Care Access Means Parents In Schools (CCAMPIS) program of the US Department of Education, accredited by the Council On Accreditation (COA) and licensed by the New York State Office of Children and Family Services (OCFS).

CSTEP

Meseret Tzehaie, Program Coordinator
Room S-102

718-488-3405

meseret.tzehaie@liu.edu

The Collegiate Science and Technology Entry Program (CSTEP) at LIU Brooklyn has two major goals that the campus believes will strengthen and support the educational progress, research potential, and career development of program participants. Accomplishing the first goal to recruit and retain under-represented minority and economically disadvantaged men and women into post-secondary education will present program participants with a rigorous science education that will prepare them for entry into careers in the licensed professions. When achieved, the second goal of the CSTEP effort will assist students in achieving their academic and career aspirations, thus building the numbers of minorities in the licensed professions.

The LIU Brooklyn CSTEP effort includes a pre-freshman experience, a series of intensive campus-based courses and seminars, technology

enhanced preparatory classes for the GRE, MCAT and LAST, career preparedness events, and internship and research opportunities. Students in the program will receive academic reinforcement in small group settings, utilizing pedagogies that make use of and accommodate various learning styles. The program's academic coordinator will also offer students' academic and career guidance in individual and group settings. Moreover, students will participate in science and research seminars led by professionals who can serve as role models. In more formal settings, students will be taught the basic elements of scientific research inquiry and the modes of scientific writing while they undertake guided research experiences.

LIU Gear Up

Site Coordinators:

Seyi Adeoye, oluwaseyi.adeoye@liu.edu

Jeff Cunningham, jeffrey.cunningham@liu.edu

Through LIU GEAR UP, LIU Brooklyn annually assists approximately 500 teenagers from low-income families in the Brownsville/Ocean Hill, Canarsie, and Crown Heights areas. GEAR UP works with a cohort of students and their families from middle school through high school graduation. This program is designed to increase the number of low-income students who are prepared to enter and succeed in postsecondary education. Services provided include: academic and study skills development; academic, financial, and personal counseling; assistance in securing financial aid; information about career options; an individualized success plan; participation in cultural and social activities; mentoring; and collaborative partnerships with other educational leaders in the New York City area. GEAR UP receives funding from the United States Department of Education and the New York State Higher Education Services Corporation.

Outreach Programs

Liberty Partnerships Program (LPP)

History

The Liberty Partnership Program (LPP) was established in 1988 under Section 612, Subdivision 6 of the Education Law to address the significant dropout rate among New York's youth. The legislation stated, "The failure of many young New Yorkers to complete their secondary education limits their opportunity for a life of fulfillment, presents them from advancing into postsecondary education and hinders the state's efforts to provide a well-trained workforce for business and industry in New York." LPP at Long Island University Brooklyn (LIU Brooklyn) is one of 40 programs funded by the New York State Education Department.

LPP at LIU Brooklyn

LPP at LIU Brooklyn is a college readiness program for New York City high school students. LPP coordinates day school, after-school, and

summer programming. Programming is comprised of SAT Prep, tutoring, mentoring, discussion groups, and field trips. In addition, LPP has established dynamic partnerships with the Bedford Stuyvesant YMCA, the American Association of Blacks in Energy and several departments on the campus of LIU Brooklyn, including the Arnold & Marie Schwartz College of Pharmacy and Health Sciences.

Programming

Day school programming begins in early September and concludes in early June. The after-school program will begin in late September and conclude in early June. The summer program will begin in early July and conclude in late August. Day school programming occurs at New York City high schools. Programming for after-school is scheduled Monday-Thursday, from 3pm to 6pm. Programming for the summer is scheduled Tuesday-Thursday, from 10am to 3pm.

Contact Us

LIU Brooklyn

1 University Plaza Room Pratt 122

Brooklyn, NY 11201

718-488-3399

Email: roland.robison@liu.edu

S.T.E.P.

(Science Technology Entry Program)

Oswaldo Cabrera, Assistant Dean

718-488-1397

Now in its 30th year the Science Technology Entry Program (STEP), a program funded by the New York State Department of Education, is designed to increase the number of historically underrepresented and economically disadvantaged students prepare to enter college and to improve their participation rate in mathematics, science, technology, health related fields and licensed professions. The LIU Brooklyn STEP Program has formed partnerships with local high schools throughout Brooklyn; the program currently serves 250 students a year. Students in grades from 7-12 are eligible to participate.

Goals of the STEP Program

1. The first goal is to motivate and to prepare minority young men and women
2. The second goal is to introduce students to science, mathematics and technology in a context that demonstrates their impact and relevance to environmental and social issues as well as to literature.
3. The third goal of the program is to assist students in achieving academic and career aspirations while addressing the needs of a diverse population.

STEP Offers

- **Student tutors:** We tutor students in the areas of PSAT and SAT preparation, math, science and computer science.
- **Counseling:** We have counselors who provide academic and supportive services in order to help students prepare for college.

- **Academic enrichment activities:** We provide 20 weeks of enrichment in PSAT and SAT preparation, math science and computer science. During the summer, we offer an intensive enrichment program.
- **College tours:** We offer college tours to universities and colleges throughout the northeast region; including upstate New York, Virginia, Washington, D.C. and other metropolitan areas.

Jumpstart Program

Sasha Miller, LIU Brooklyn Site Manager

718-780-4379

E-mail: sasha.miller@jstart.org

Jumpstart is a national non-profit organization that engages college students to work towards the day every child in America enters school prepared to succeed. Jumpstart volunteers work with children in local preschools on beginning reading, writing and socialization skills. LIU Brooklyn students work in teams to implement educational lessons, and receive both pre-service and ongoing training in early teaching. Students also develop leadership and professional skills that serve as a foundation for career success. The program is open to students in all majors. Students who complete 300 hours of service receive an educational stipend of \$1,212. The program is also a Federal Work Study and America Reads site. Students also have the opportunity to engage in short term community service opportunities throughout the academic year. Apply online at application.jstart.org!

Smart Scholars Early College High School (ECHS) Program

Project Director: Tyron Vereen

718-488-1039

E-mail: tyron.vereen@liu.edu

The LIU/Boys & Girls High School College Academy provides students with a unique opportunity to become part of a learning community. Participating students, while still in high school, can seamlessly enter a college environment that stresses learning, achievement, and persistence. Through in-school mentoring sessions and weekend and summer college-readiness programs, students will be able to address their academic and collective learning needs more effectively and thereby graduate high school with a Regents Diploma and at least 24 transferable college credits. Students who enroll in the LIU/Boys & Girls College Academy must not only be prepared to work diligently in a rigorous learning environment, but also persist and succeed over the lifetime of the program. The parents/family members of the students must be equal partners, creating a supportive home environment that assists their children in participating fully in the academy's many services. Parents and family members must also be equally committed to be fully engaged in the related program of parental activities as outlined by the

academy.

HONOR SOCIETIES

Department Honor Societies

Biology

Alpha Epsilon Delta

The premedical and pre-dental honor society founded in 1928 as the Lancet Society became on May 4, 1957, the New York Delta Chapter of Alpha Epsilon Delta, a national premedical honor society. Its purpose is to encourage high standards of scholarship in premedical and allied studies, to stimulate an appreciation of the fields of education in the study of medicine, and to bind together similarly interested students. Requirements for membership include classification as a junior or a senior and a 3.0 grade point average overall and in science.

Phi Sigma Society

The biology honor society, organized in 1928 as Anaphy, was the first science society at the university. On April 27, 1957, Anaphy became Beta Gamma Chapter of Phi Sigma Society, an international biology honor society. Its purpose is to promote interest in research in the biological sciences. Undergraduate candidates for membership must have a 3.00 grade point average in biology for four semesters or a 4.00 grade point average in biology for two semesters, in addition to a 3.00 overall grade point average. Graduate students in biology are eligible for membership.

Business

Sigma Beta Delta

In 1999, the LIU chapter of Sigma Beta Delta, the international honor society in business, management, and administration was established. Membership is the highest national recognition a business student can receive at a college or university with a chapter. Sigma Beta Delta encourages and recognizes scholarship and achievement among students of the School of Business, Public Administration and Information Sciences. To be eligible for membership, students must rank in the upper 20 percent of their junior, senior, or master's class, must attain a minimum 3.65 cumulative grade point average, and must be invited to membership by the faculty officers of the chapter.

Chemistry

Student Affiliate of the American Chemical Society

In 1956 the American Chemical Society granted a charter authorizing the establishment of a student affiliate group of the American Chemical Society at LIU Brooklyn. The purpose of this national society is to encourage high standards of scholarship in chemistry and allied studies, to stimulate interest in the chemical profession, and to promote association with students of similar

interests in neighboring institutions. Requirements for senior membership: 16 credits of chemistry with a 3.00 grade point average.

Economics

Omicron Delta Epsilon

The Sigma Chapter of Omicron Delta Epsilon (international honors society in economics) was installed in spring 1971. Its purpose is to recognize and encourage high standards of scholarship in economics and allied sciences and stimulate interest in the economics profession. Election to membership is recognized as the highest academic honor conferred on students of economics in American universities on both the undergraduate and graduate levels of study. Superior scholarship, particularly in economics, integrity of character and promise of professional development are requisite factors for election.

English

Sigma Tau Delta

In 1957 the Omicron Zeta Chapter of Sigma Tau Delta, an international national honor society for students of English, was organized at LIU Brooklyn. The purpose of the chapter is to encourage advanced study in literature and writing and to honor outstanding students in the field by election to membership. To become a full member, a student must be an English major or minor who has completed six advanced credits in English at LIU Brooklyn with at least a 3.30 grade point average in English and an overall grade point average of 3.00. Students are invited to join by the faculty advisor and inducted in the spring semester.

Health Professions

Alpha Eta

The Alpha Eta Society is the National Scholastic Honor Society for the Allied Health Professions. The Society was chartered in Florida in 1975, re-chartered in Georgia in 1998. It has 80 chapters and over 25,000 initiated members. The purpose of the society is the promotion and recognition of significant scholarship, leadership, and contributions to the allied health professions. The motto is "Together We Serve" because it represent all of the allied health professions. The society was named for the Greek letters equivalent to the first letters of Allied Health, which were *Alpha Eta*.

History

Phi Alpha Theta

A history honor society was organized in the fall of 1950. Its purpose was to give history majors an opportunity to learn the techniques of independent research and to acquire skill in oral presentation. In the spring of 1956 that honor society was admitted as a sister chapter, Epsilon Omega, to Phi Alpha Theta, the interuniversity

national honor society for history students. Requirements for membership: 12 credits of history with a 3.00 grade point average and a 3.00 grade point average in two thirds of the remainder of the member's courses.

Journalism

Kappa Tau Alpha

Kappa Tau Alpha is the national honor society founded in 1910 to encourage and recognize scholarship in journalism. The campus chapter welcomes as members those students who have achieved high academic standing in their major subjects and university-wide studies. No more than 10 percent of the junior and senior journalism classes may be admitted.

Society of Professional Journalists

Sigma Delta Chi

A chapter of the Society of Professional Journalists, Sigma Delta Chi was established at LIU Brooklyn in 1962. National in scope, SPJ is dedicated to advancing the purposes and ethics of journalism, as well as to helping members express their aspirations and achieve their career objectives. The current unit works closely with The Deadline Club, an organization of professional media journalists in the New York area. Journalism students are eligible for admission to the society provided they achieve satisfactory grades in their major and sign a pledge indicating intention to practice journalism as a profession.

Nursing

Lambda Iota Upsilon

In 1999 the Lambda Iota Upsilon Nursing Honor Society was founded at LIU Brooklyn. The purpose of the Lambda Iota Upsilon Honor Society is to recognize nursing excellence, superior achievement, leadership, high professional standards and commitment to the profession of nursing. Membership is open to undergraduate nursing students, graduate nursing students and members of the nursing community who meet the standards and requirements for membership.

Occupational Therapy

Pi Theta Epsilon

The LIU Brooklyn Pi Theta Epsilon-Gamma Eta Chapter was established in May 2006. Pi Theta Epsilon is the national honor society for occupational therapy students and alumni. It was first established at the University of New Hampshire in 1958. The purposes are to recognize and encourage scholastic excellence of occupational therapy students; to contribute to the advancement of the field of occupational therapy; and to provide a vehicle for students to exchange information and to collaborate regarding scholarly activities.

Political Science*Pi Sigma Alpha*

The Nu Chapter of the National Political Science Honor Society was chartered to recognize and encourage outstanding candidates who have studied political science. Candidates for membership must be in the upper third of their class and have completed at least three advanced courses in political science with a grade point average of approximately 3.20 in all political science courses taken.

Psychology*Psi Chi*

Psi Chi is the national honor society in psychology. Nine credits in psychology, or six credits and current registration for three additional credits, are required for membership. Candidates must be in the top 35% of their class in psychology and in the upper half of their class overall. Undergraduates must have a minimum 3.0 GPA average for psychology courses. Graduates must have an overall GPA of at least 3.0 in all graduate courses including psychology courses.

Social Work*Phi Alpha*

The social work honor society, Phi Alpha, fosters a bond among social work students, faculty, and practitioners by promoting excellence in scholarship and service. The local chapter, Iota Chi, accepts applicants who are declared social work majors, have completed a minimum of nine hours of required social work courses, have achieved an overall GPA of 3.0, and have achieved a 3.5 GPA in social work courses.

Speech*Speech-Language-Hearing Society*

In 1970 the Epsilon Phi Chapter of Sigma Alpha Eta, the Speech Pathology and Audiology honor society, was established at LIU Brooklyn. It is a local chapter of the National Student Speech-Language-Hearing Association. The purpose of Sigma Alpha Eta is to create and stimulate an interest among students in Speech-Language Pathology and Audiology. Membership is open to all students majoring in Teacher of the Speech and Hearing Handicapped and Teacher of the Bilingual Speech and Hearing Handicapped.

Academic Honor Societies*Alpha Lambda Delta*

The LIU Brooklyn chapter of Alpha Lambda Delta was installed September 1995. It is open to students of all majors with 24 to 36 core credits and a minimum grade point average of 3.5. Outstanding members can apply for grants in the sophomore year and for graduate study; applications for travel grants are also available. Chapter leaders attend national training conferences. All inductees are lifetime members.

Alpha Chi

Alpha Chi National College Honor Society (AX) is a member of the Association of College Honor Societies (ACHS). The campus chapter, New York Sigma, was established in 1998. AX invites juniors and seniors from all majors who have a minimum cumulative GPA of 3.5 to join the society. Members are eligible to apply for scholarships applicable to graduate and professional study, for participation in national conferences, and for other awards. Members receive formal recognition at a campus-organized induction ceremony and at graduation. All inductees become lifetime members and have their names added to the national membership registry.

LIU BROOKLYN LIBRARY

Ingrid Wang, Associate Professor, Director;

Telephone: 718-488-1680

Fax: 718-780-4057

The LIU Libraries system serves a combined total of over 20,000 students and more than 600 full-time faculty members across residential and regional campuses. The university's libraries share many online resources that can be accessed from anywhere at any time via remote access including subscriptions to more than 94,000 online journals; 150 online databases; 170,000 electronic books; and 41,000 files of streaming media. These resources may be accessed via the LIU Brooklyn Library homepage at www.liu.edu/brooklyn-library.

Collectively, the libraries house approximately 664,000 print books and more than 15,000 non-print media items. The collections of all LIU libraries are listed in LIUCAT, the library catalog. Books, journal articles and other library materials owned by LIU's libraries not available at a particular campus can be requested through LIUCAT and supplied via the intralibrary loan service of the LIU libraries. Items not available at LIU libraries can also be requested through interlibrary loan and brought to campus or delivered electronically.

The LIU Brooklyn Library houses a rich collection of books, periodicals, microforms, audio and videotapes, CDs and DVDs, pamphlets, and other materials in support of the campus' educational programs.

The reference collection, reference desk, paralegal collection and technical services departments are situated on the third floor of the Salena Library Learning Center. An information commons, consisting of clusters of computers, provides access to the databases, library catalog, and the Internet, all within a few steps of the reference librarians. These computers, as well as all other computers in the library, are also equipped with productivity software such as word processing, spreadsheet, and presentation programs.

The periodicals department, with a collection of both print and microform titles, is located on the fourth floor, where digital microform readers and printers are available. The InterLibrary loan, special collections, rare book room, and the electronic services department are also located on the fourth floor.

The circulation desk, reserve collection, and the main book stacks are located on the fifth floor. The media center, housing the multimedia collection, media equipment and a group viewing room, is also on the fifth floor, as is the Library's cyber lab. The cyber lab is equipped with computers that provide access to databases, library catalog, and Internet as well as up-to-date word processing, spreadsheet, presentation and database programs. In addition, the Library's "smart classrooms" are located on the fifth floor.

Photocopying machines are available on all three floors of the Library.

The Library is a member of several consortia, which grant both reading and borrowing privileges to LIU students. The Library offers information literacy classes and curriculum-integrated instruction. Library faculty and staff are available to help faculty and students with reference questions and research strategies.

HARRIET ROTHKOPF HEILBRUNN SCHOOL OF NURSING

The Harriet Rothkopf Heilbrunn School of Nursing is dedicated to educating its students to become nurses who provide the highest quality of nursing care to a diverse and complex population in challenging and ever-changing social, political and economic environments across the country and around the globe. The school offers an undergraduate baccalaureate program for students with no nursing background (generic track) and Accelerated as well as an RN-BS program for nurses who do not hold a B.S. degree.

- Flexible undergraduate tracks are offered for students in the generic program. The part-time/evening track is specially designed for those students who work during the day.
- The 15-month accelerated track is offered to those students who hold a baccalaureate degree in another discipline.
- An accelerated RN-BS/MS degree program (Bachelor of Science/Master of Science) is offered for nurses completing their bachelors degree and progressing to a nurse practitioner track.
- The School of Nursing admits students on a “rolling” basis and most courses are offered each semester.
- The undergraduate program is fully accredited by the Commission on Collegiate Nursing Education (C.C.N.E.) and all of its programs are registered with the New York State Education Department. Graduates of the BS/MS Nursing/Adult Nurse Practitioner Programs are eligible for New York State Certification as an adult nurse practitioner.
- For information, please contact the School of Nursing at 718-488-1059, fax 718-780-4019, email us at galdamez@liu.edu, or visit the website at www.liu.edu/brooklyn/son.

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Dean

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SCHOOL OF NURSING

Professors: Levine-Brill

Associate Professors: Acee, Carr, Cleary, D'Antonio, Ma, Marrone, Marsala-Cervasio, Sanderson-Marcoux,

Assistant Professors: Baldwin, Brennan, Broholm, Corda, Elie, Hauck, Lall, Maydick, Paoletti, Valenti

Adjunct Faculty: 85

B.S. in Nursing

For those just starting to think about a career path as well as those who are interested in career change, the field of nursing offers a broad array of options and a wealth of employment opportunity. LIU Brooklyn's School of Nursing offers a 128-credit Bachelor of Science with a major in Nursing that is approved and registered with the New York State Education Department and full accredited by the Commission on Collegiate Nursing Education.

Students have the opportunity to complete the program in one of following four tracks:

- Full time day track
- Part-time day track
- Part-time Evening/Weekend Track (for those students who work during the day)
- The full-time 15-month accelerated 2nd degree track, for students who currently hold a baccalaureate degree in another discipline.

The program is designed to prepare students to develop the competencies essential for beginning professional nursing practice, and to build a foundation for graduate study. Full-time and part-time, evening and weekend courses of study are available.

Upon completion of the program graduates are prepared to:

- Pass state nursing licensure exam on the first attempt
- Enter into professional nursing practice within 3-6 months of graduation
- Communicate effectively on a written and oral basis
- Deliver client-centered care that is culturally sensitive, safe and compassionate
- Practice within the legal and ethical parameters of the nursing profession
- Become a provider of care, a manager of care and a member of the profession
- Advocate for equitable health care, public policy and health literacy for all individuals, families, and local and global communities
- Use nursing science as the basis for nursing practice
- Integrate knowledge from current technological, research and evidence-based practice for the improvement of health care
- Practice and adhere to the ANA Code of Ethics

The program is designed to be completed in four academic years. If a student requires proficiency and skills courses, however, the course of study

may be lengthened. All full-time students are expected to complete the courses in the nursing sequence within two years. Part-time students are expected to complete the nursing sequence in four years.

Generic Nursing Program Admissions Requirements

For acceptance as a nursing major:

- High school students must have an 85 high school average over four years of work or 1000 on the SAT.
- Transfer students must have a 3.0 cumulative grade point average for all work done at other colleges and a 3.0 cumulative science average and earn no less than a C+ in any science course.
- Transfer students with less than 24 college credits must meet both transfer and freshman requirements.
- Upon acceptance to the nursing major, freshman (and transfer students with English and mathematics courses that have not been accepted by the university) are required to take a placement exam to assess skills in reading, English and mathematics. Exam results are used to program the student's first courses in the appropriate English and mathematics courses.
- Students already enrolled at LIU Brooklyn who wish to enter the nursing program must submit a request for a change of major at least one semester prior to the semester they wish to enter the program.
- Progression into the professional phase of the program requires that students maintain a minimum grade point average of 2.75 and earn no less than C+ in any science course.
- In addition to satisfying all prerequisite courses, students must achieve the minimum score set by the School of Nursing on the TEAS exam in each area: English (62), Science (45), reading comprehension (65) and mathematics (60).

Accelerated Program Admissions Requirements

Admission to the Accelerated program requires a previous bachelors degree. The student must have completed Anatomy and Physiology I and II, Microbiology, Chemistry 3X/4X, Introduction to Psychology, Statistics, and 3 credits of Introduction to Sociology or Anthropology. The accelerated student must have a cumulative GPA of 3.33 and a cumulative science GPA of 3.33. In addition to satisfying all prerequisite courses, students must achieve the minimum score set by the School of Nursing on the TEAS exam in each area: English(62), science(45), reading comprehension,(65) and mathematics(60).

Prior to entry into the first clinical nursing course, students are responsible for fulfilling clinical clearance. Clinical clearance means that the student has completed and submitted the following:

- Health form with all required information, titers value, PPD, or results of chest X-ray, hepatitis

status.

- Results of drug screening
 - Results of criminal background check
 - Current BCLS
 - Evidence/documentation of medical insurance coverage
 - Attend semester orientation
 - Complete mandatory training
 - Possible fit testing
- *The director of laboratory resources can provide further information.

Continued enrollment in this program is contingent upon:

- Maintaining at least a 2.75 overall grade point average (3.0 in an accelerated program).
- Maintaining a minimum nursing grade point average of 2.75 (3.0 in an accelerated program).
- Earning a grade of C+ or better in each nursing course.
- Repeating no more than one nursing course.
- Earning a B or better in any repeated nursing course.
- Completing all co-requisite courses.
- Fulfilling all clinical clearance requirements prior to the beginning of each clinical nursing course.
- Attending a mandatory hospital orientation program each semester.
- Demonstrating competency in drug-dosage calculation during specified semesters.
- Demonstrating competency in the clinical laboratory courses.
- Passing both lecture and clinical portions of courses with a laboratory section.

In addition to the course of study, students are required to complete 100 hours of community service.

Nursing courses taken in baccalaureate programs at other institutions will be reviewed by the dean or a designee. Appropriate academic credit may then be assigned.

Grades of C or better are required for all transfer credits. All advanced standing credit is provisional until the student has completed a minimum of 32 credits with a grade point average of at least 3.0. (3.33 in an accelerated program).

All students taking a nursing course with a clinical/laboratory component are required to have health insurance and to have satisfactory yearly physical examination reports. The completed health form and the Health Clearance Certificate must be submitted to the director of laboratory resources in the School of Nursing by Aug. 1 for the fall semester and by Dec. 1 for the spring semester. It is the responsibility of students to obtain specific laboratory tests at their own expense. Students are strongly advised to be vaccinated against hepatitis B. Failure to submit the aforementioned reports within the specific time limit automatically denies admittance of students to nursing courses with clinical components.

In compliance with the U.S. Public Health Service requirements, it is recommended that pregnant students not enroll in the microbiology or

human anatomy courses or engage in clinical practice where there are clients with infectious diseases unless first receiving written permission from their health care providers.

In addition, all students are required to have a criminal background check and drug screening to enter clinical courses. Some agencies require additional documentation.

Furthermore, students in all clinical/ laboratory courses are required to purchase, at their own expense, the uniforms and other equipment appropriate to or required by the agency to which they are assigned.

Because the nursing curriculum is designed to reflect current trends in healthcare legislation, changes in the delivery of health care and nursing trends, the nursing faculty reserves the right to make reasonable curriculum and policy changes without prior notice to the student body. When possible, students will be notified in advance.

R.N./B.S. Connection Program (For Registered Nurses)

Blended Learning - Onsite & Online

The B.S. with a major in Nursing is available to registered nurses seeking the baccalaureate degree through the School of Nursing's R.N.-B.S. Connection Program. The program is offered in a blended format and builds on the knowledge that R.N.s already possess, while providing a wide range of liberal arts, sciences and baccalaureate level nursing courses to help broaden their expertise and lay the foundation for advancement in the profession. The blended format provides opportunities for the registered nurse student to utilize a variety of learning methodologies; face-to-face interaction with faculty and classmates and online learning.

The R.N.-B.S. Connection Program truly allows those enrolled to immediately apply what they learn in the classroom to their everyday work. The need for flexibility in scheduling is acknowledged.

Admissions Requirements

To be admitted to this program, a candidate must:

- Possess current registered nurse licensure
- Be a graduate of an accredited nursing program
- Have a minimum of a 2.75 cumulative grade point average from previous academic studies

Registered nurses who are graduates from accredited associate degree programs admitted into the program may receive up to 64 transfer credits, including required core curriculum, prerequisite, and distribution credits. Transferred credits may also include up to 31 credits in nursing courses for work previously completed. To complete the required 128 credits for a baccalaureate degree, all R.N. students must successfully complete all courses for which no transferred credit has been received. Any additional credits required to complete 128 credits may be taken as electives from the liberal arts and sciences or from nursing.

Registered nurses who are graduates of hospital-based (diploma) or foreign schools of nursing may be admitted to the R.N.-B.S. Connection Program. Upon completion of the NLN Mobility Profile II examinations, they may receive up to 31 credits for previously completed work. Graduates from hospital based or foreign schools of nursing must also take the university's placement examinations in mathematics and English. Graduates from foreign schools of nursing who successfully completed the CGFNS (Commission on Graduates of Foreign Schools of Nursing) examinations will be awarded 31 nursing credits for previous work completed.

Graduates from foreign schools of nursing who did not take the CGFNS examinations must take the Mobility Profile II examinations. Mobility Profile II examinations validate knowledge of care of the adult, the client with mental disorders, the childbearing client and the child. Students who fail to achieve an acceptable grade on any portion of the Mobility Profile II examinations may receive credit for the failed portion by registering for and successfully completing the appropriate generic nursing course.

Program of Study for Registered Nurses Who Do Not Possess an Associate Degree in Nursing

Students must satisfy all liberal arts and science requirements to earn 64 credits in addition to the nursing requirements.

Program of Study for Nurses with an Associate Degree in Nursing

Students must satisfy all core, humanities, distribution, science and mathematics, and ancillary requirements. Students with an associate degree must present satisfactory transfer credits for requisite LIU Brooklyn courses. Otherwise, all requisite courses must be completed at LIU Brooklyn.

School of Nursing Requirements

Nursing credits transferred from Associate Degree in Nursing	31
Nursing 297, 298, 299, 396	
397, 398, 495, 496, 497	31

B.S., Nursing

[Program Code: 00098]

Graduation Requirements

Students must satisfy the Placement, Proficiency, Orientation and Core Curriculum criteria outlined in the Graduation Requirements section of this Bulletin.

Core Curriculum Requirements for this major are summarized below:

Core Seminar	3 credits
Humanities	
English Composition	3 credits
English Literature	6 credits
Philosophy	6 credits
Foreign Language	Not Required
Social Sciences	
History	6 credits

Psychology 3 credits

Social Sciences 3 credits

(ANT, SOC)

Science and Mathematics

Mathematics 3 credits

Laboratory Science 8 credits

(BIO 3 and BIO 4)

Communication, Visual & Performing Arts

Speech 3 credits

Visual & Performing Arts Not Required

(ART, DNC, MUS, THE)

Ancillary Requirements

Must take all of the following courses:

BIO 101	Microbiology	4.00
CHM 3X	General Chemistry	4.00
CHM 4X	Introduction to Organic and Biochemistry	4.00
PSY 107	Developmental Psychology I	3.00
PSY 108	Developmental Psychology II	3.00

Nursing students can take TAL 250 in lieu of PSY 107 & PSY 108

TAL 250	Developmental Psychology	3.00
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Choose one (1) of the following two (2) courses:

MTH 100	Introductory Statistics	3.00
PSY 150	Statistics in Psychology	3.00

Distribution Requirement

The following courses must be fulfilled:

Nursing students who have completed both BIO 137 and 138 are not required to take BIO 3 and BIO 4 as per department and dean.

BIO 137	Human Anatomy	4.00
BIO 138	Human Physiology	4.00

Nursing Generic Track

Major Requirements:

NUR 190	Clinical Nursing I: Nursing Foundations	4.00
NUR 192	Clinical Nursing II: Nursing Care of the Older Adult	5.00
NUR 197	Pathophysiology in Nursing	3.00
NUR 198	Pharmacology in Nursing	3.00
NUR 199	Principles of Medication Administration	1.00
NUR 290	Clinical Nursing III: Gender Specific Nursing	4.50
NUR 292	Clinical Nursing IV: Behavioral Health Nursing	4.50
NUR 293	Research in Nursing	3.00

NUR 295	Health Assessment in Nursing	3.00
NUR 390	Clinical Nursing V: Nursing Care of the III Adult I	6.00
NUR 392	Clinical Nursing VI: Nursing Care of Children and Their Families	4.00
NUR 393	End of Life Nursing Care	3.00
NUR 395	Leadership, Management and Contemporary Issues in Nursing	3.00
NUR 490	Clinical Nursing VII: Nursing Care of the III Adult II	6.00
NUR 492	Clinical Nursing VIII:Community Centered Nursing	5.00
NUR 494	Transition to Professional Nursing Practice	3.00

* In addition to the core and ancillary requirements above, all nursing majors are required to take the TEAS Progression exam and achieve the minimum score set by the school of nursing before registering for any Major Required Courses.

R.N. to B.S. in Nursing Track

Major Requirements:

R.N. to B.S. Baccalaureate Completion Track (For Registered Nurses Only)

Core Curriculum Requirements for Nursing

R.N.-B.S. Completion

Associate degrees from accredited colleges and/or universities will satisfy the following:

Professional Phase* Requirements

Registered nurse students from accredited nursing programs will receive transfer credits for the following nursing courses:

NUR 190	Clinical Nursing I: Nursing Foundations	4.00
NUR 192	Clinical Nursing II: Nursing Care of the Older Adult	5.00
NUR 290	Clinical Nursing III: Gender Specific Nursing Across the Life Span	4.50
NUR 292	Clinical Nursing IV: Behavioral Health Nursing	4.50
NUR 390	Clinical Nursing V: Nursing Care of the III Adult I	6.00
NUR 392	Clinical Nursing VI: Nursing Care of Children and their Families	4.00

NUR 490	Clinical Nursing VII: Nursing Care of the III Adult 2	6.00
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Baccalaureate Requirements

NUR 297	Introduction to Baccalaureate Nursing Education	3.00
NUR 298	Introduction to Nursing Informatics	3.00
NUR 299	Health Promotion I: Health Assessment Across the Life Span	3.00
NUR 396	Leadership and Management	3.00
NUR 397	Health Promotion II: Nursing Management of Complex Health	3.00
NUR 398	Nursing Research for Evidence-Based Nursing Practice	3.00
NUR 495	Leadership and Management II: Budgeting, Finance and Health Care Policy	4.00
NUR 496	Health Promotion III: Health Care needs of Diverse Populations	4.00
NUR 497	Health Promotion IV: Community Based Nursing Practice	5.00

*All R.N.-B.S. students must have a minimum of 64 credits in liberal arts and 32 credits of residency to meet graduation requirements.

Accelerated B.S. Nursing Track

Major Requirements

NUR 190	Clinical Nursing I: Nursing Foundations	4.00
NUR 192	Clinical Nursing II: Nursing Care of the Older Adult	5.00
NUR 197	Pathophysiology in Nursing	3.00
NUR 198	Pharmacology in Nursing	3.00
NUR 199	Principles of Medication Administration	1.00
NUR 290	Clinical Nursing III: Gender Specific Nursing	4.50
NUR 292	Clinical Nursing IV: Behavioral Health Nursing	4.50
NUR 293	Research in Nursing	3.00
NUR 295	Health Assessment in Nursing	3.00

NUR 390	Clinical Nursing V: Nursing Care of the III Adult I	6.00
NUR 392	Clinical Nursing VI: Nursing Care of Children and Their Families	4.00
NUR 393	End of Life Nursing Care	3.00
NUR 395	Leadership, Management and Contemporary Issues in Nursing	3.00
NUR 490	Clinical Nursing VII: Nursing Care of the III Adult II	6.00
NUR 492	Clinical Nursing VIII:Community Centered Nursing	5.00
NUR 494	Transition to Professional Nursing Practice	3.00

Credit and GPA Requirements

Minimum Total Credits: 128
 Minimum Liberal Arts and Sciences Credits: 64
 Minimum Major Credits: 62
 Minimum Credits in Courses >100 Level: 48
 Ancillary Course Requirements: See Above
 Distribution Course Requirements: See Above

Minimum Nursing Major GPA: 3.0
 Minimum Overall GPA: 3.3

B.S./M.S. ACCELERATED PROGRAMS FOR ADULT NURSE PRACTITIONERS

Blended Learning - Onsite & Online

B.S./M.S. Nursing/Adult Nurse Practitioner

The Bachelor of Science/Master of Science track is designed for registered nurses with associate degrees in nursing who wish to fulfill their career goals by combining the baccalaureate and master of science degree in nursing.

Eligibility:

- be a Registered Nurse with an Associate Degree in Nursing
- be licensed in the United States
- have a minimum grade point average of 3.0 in science and nursing courses
- have a minimum of one year of clinical experience, two years preferred
- present three completed School of Nursing recommendation forms
- complete a satisfactory personal interview

B.S., Nursing / M.S., Adult Nurse Practitioner (ANP)

[Program Code: 20738]

Graduation Requirements

Students must satisfy the Placement, Proficiency, Orientation and Core Curriculum criteria outlined in the Graduation Requirements section of this Bulletin.

Core Curriculum requirements for this major are summarized below:

Core Seminar 3 credits

Humanities

English Composition 3 credits

English Literature 6 credits

Philosophy 6 credits

Foreign Language Not Required

Social Sciences

History 6 credits

Psychology 3 credits

Social Sciences (ANT, SOC) 3 credits

Science and Mathematics

Mathematics 3 credits

Laboratory Science (BIO 3 and BIO 4) 8 credits

Communication, Visual & Performing Arts

Speech 3 credits

Visual & Performing Arts (ART, DNC, MUS, THE) Not Required

Ancillary Course Requirements:

Must complete both of the following psychology courses.

PSY 107 Developmental Psychology I 3.00

PSY 110 Abnormal Psychology 3.00

Choose one of the following sociology or anthropology courses

ANT 4 Physical Anthropology 3.00

ANT 5 Cultural Anthropology 3.00

SOC 3 Introduction to Sociology 3.00

Choose one of the following psychology courses

PSY 107 Developmental Psychology I 3.00

PSY 110 Abnormal Psychology 3.00

48 credits above 100 (advanced courses) required.

Science Core Requirement: Nursing students who have completed both BIO 137 and BIO 138 need not complete BIO 3 and 4 per department and dean. Science requirement has been satisfied.

BIO 137 Human Anatomy 4.00

BIO 138 Human Physiology 4.00

Major Requirements

UNDERGRADUATE COURSES - Nursing

The following R.N. - B.S. nursing courses must be completed before taking graduate nursing courses:

NUR 297 Introduction to Baccalaureate Nursing Education 3.00

NUR 299 Health Promotion I: Health Assessment 3.00

NUR 396 Leadership and Management I 3.00

NUR 398 Nursing Research for Evidenced-Based Nursing Practice 3.00

NUR 496 Health Promotion III: Health care needs of Diverse Populations 4.00

NUR 497 Health Promotion IV: Community-Based Nursing Practice 5.00

GRADUATE COURSES - ANP

Graduate courses shared by both Nurse Executive and ANP Programs

NUR 610 Nursing Research 3.00

NUR 620 The Theoretical Basis of Advanced Practice Nursing 3.00

NUR 670 Healthcare Issue Policies and Ethics 2.00

Specialty Course Requirements for ANP

NUR 612 Pathophysiology for Advanced Practice 3.00

NUR 614 Healthcare Issue Policies and Ethics 2.00

NUR 615 Health Care of the Older Adult 2.00

NUR 630 The Advanced Practice Role 2.00

NUR 634 Advanced Physical Assessment 3.00

NUR 644 Pharmacology 4.00

NUR 650 Diagnosis and Management of Illnesses and Physical Conditions of the Adult I 4.00

NUR 654 Preceptored Practicum in Primary Care of the Adult 4.00

NUR 660 Diagnosis and Management of Illnesses and Physical Conditions of the Adult II 4.00

NUR 664 Preceptored Practicum in Primary Care of the Adult II 4.00

Credit and GPA Requirements

Minimum Total Credits: 150

Minimum Liberal Arts and Sciences Credits: 64

Minimum Major Credits Undergraduate: 21

Minimum Major Credits Graduate: 43

Ancillary Course Requirements: See Above

Minimum Major GPA: 3.0

Minimum Overall GPA: 2.5

Nursing Courses

NUR 177 Diabetes in the Community

An exploration of current information about diabetes, with a focus on knowledge about the types of diabetes, known risk factors and current treatment modalities. The impact of diabetes on persons with the disease and their families, with an emphasis on the impact of culture on treatment, is discussed. Three credits. Open to all students

Credits: 3

On Occasion

NUR 178 Nutritional Perspectives for Good Health

An opportunity for students to gain understanding about the nutritional needs of individuals.

Fundamentals of carbohydrates, proteins, fats, vitamins and minerals are studied, as well as nutritional concepts and concerns relating to the life cycle. Other topics include vegetarianism and food faddism. Students are encouraged to examine their own points of view and lifestyles as they relate to nutritional factors. Open to all students.

Credits: 2

On Occasion

NUR 182 AIDS: A Multidimensional Epidemic

A course designed to explore AIDS as an example of society's reaction to crises in terms of medical, legal, ethical/moral, political and social implications. Following an introduction to the AIDS syndrome, its causes, manifestations, contagious factors and medical treatment, attention is focused on attitudes and values of society toward AIDS and the at-risk populations. Examined are concepts such as quality of health care, research funding, stigma, homophobia, alienation and isolation. Open to all students.

Credits: 3

On Occasion

NUR 184 Health Needs of Diverse Populations

A critical study of the health needs of minority groups in an urban setting. Students identify forces in society that affect peoples from Asia, Africa, the Caribbean and the Americas and study current health issues. The effects of overcrowding, poverty, disease, crime, drugs, inadequate housing and ineffective health-care systems are examined. The formulation of a plan for improvement is generated through lecture, discussion and group projects. Open to all students.

Credits: 3

On Occasion

NUR 186 Addiction: Theories Topics and Treatments

An introduction to the theoretical roots of addiction addressing the biological, psychological, sociological and spiritual components. An historical perspective is provided for the examination of currently utilized treatment modalities, such as 12-step programs, therapeutic

communities, traditional rehab (medical model) and methadone maintenance. The role of the family is explored in both disease and treatment.

Open to all students.

Credits: 3

On Occasion

NUR 188 Holistic Health: A Journey Toward Wholeness and Wellness

An introduction to the core concepts of holistic health, which represents a state of harmony of body, mind, emotions and spirit in an ever-changing environment. Emphasis on self-care and self-responsibility is developed to guide the student.

Open to all students.

Credits: 3

On Occasion

NUR 190 Clinical Nursing I: Nursing Foundations

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 curriculum threads which include: a focus on the individual as a biopsychosocial, cultural and spiritual being, Maslow's hierarchy of needs, nursing process, theoretical bases for nursing practice, primary, secondary, and tertiary prevention, life span development, nutrition, human sexuality, genomics, nursing informatics, Complementary and Alternative Modalities (CAM), group process, Healthy People 2010, and all hazards preparedness. The theoretical and evidence based underpinnings of selected basic nursing skills are taught.

Laboratory and observational experiences provide students with opportunities to practice basic nursing skills in order to prepare them for performance in the clinical setting.

The following courses are all required pre-requisites: BIO 3, 4, 101, 131, 132; CHM 3X, 4X; PSY 3; SOC 3 or ANT 4 or ANT 5; MAT 100 or PSY 150; PSY 107 and 108 or TAL 250; Pass the TEAS Prog Exam. Co-requisite of NUR 192.

Credits: 4

Every Fall, Spring and Summer

NUR 192 Clinical Nursing II: Nursing Care of the Older Adult

This course introduces students to the nursing care of the well elderly to enhance understanding of the aging process. Students are also introduced to older adults with common deviations in health. Using evidenced based nursing practice, the nursing process and Maslow's hierarchy of human needs, students apply knowledge learned in lecture to clinical situations. The SON curriculum threads, concepts of critical thinking, pharmacotherapy, and legal issues are applied to the healthy older adult and those who are experiencing illness, abuse or neglect. Clinical experiences which provide students with opportunities to practice are included.

PR NUR 100-LEVEL The following courses are all

required pre-requisites: BIO 3, 4, 101, 131, 132; CHM 3X, 4X; PSY 3; SOC 3 or ANT 4 or ANT 5; MAT 100 or PSY 150; PSY 107 and 108 or TAL 250; Pass the TEAS Prog Exam. Co-requisite of NUR 198.

Credits: 5

Every Fall and Spring

NUR 197 Pathophysiology in Nursing

This course introduces students to the concepts of pathophysiology and altered health states in order to relate normal body functioning to the physical and physiologic changes occurring in disease processes. The course provides a foundation for future study in examining responses to illness in subsequent terms.

PR NUR 100-LEVEL The following courses are all required pre-requisites: BIO 3, 4, 101, 131, 132; CHM 3X, 4X; PSY 3; SOC 3 or ANT 4 or ANT 5; MAT 100 or PSY 150; PSY 107 and 108 or TAL 250; Pass the TEAS Prog Exam.

Credits: 3

Every Fall, Spring and Summer

NUR 198 Pharmacology in Nursing

This course introduces students to the role of the baccalaureate nurse in the management of clients receiving drug therapy in a variety of healthcare settings. The essential principles and concepts of drug therapy are discussed while incorporating the impact of age, gender, ethnicity, health status, alternative modalities, nutrition and food on drug therapy. The nursing care of the client is emphasized through the use of case studies. Client and family education are stressed as integral to the success of all drug therapy. Patient safety initiatives and evidence based practice are integrated throughout the course content.

PR NUR 100-LEVEL The following courses are all required pre-requisites: BIO 3, 4, 101, 131, 132; CHM 3X, 4X; PSY 3; SOC 3 or ANT 4 or ANT 5; MAT 100 or PSY 150; PSY 107 and 108 or TAL 250; Pass the TEAS Prog Exam. Co-requisite of NUR 192.

Credits: 3

Every Fall, Spring and Summer

NUR 199 Principles of Medication Administration

This course focuses on medication administration to provide the student with essential knowledge and skills which will enable them to develop competencies in the delivery of medications for individuals of all ages. Content includes: interpretation of medication orders, the calculation of safe medication dosages and the preparation and administration of medications in simulated settings.

PR NUR 100-LEVEL The following courses are all required pre-requisites: BIO 3, 4, 101, 131, 132; CHM 3X, 4X; PSY 3; SOC 3 or ANT 4 or ANT 5; MAT 100 or PSY 150; PSY 107 and 108 or TAL 250; Pass the TEAS Prog Exam. Co-requisite of NUR 190, 192, 197, 198.

Credits: 1

Every Fall, Spring and Summer

NUR 290 Clinical Nursing III: Gender Specific Nursing

This course focuses on male and female sexual and reproductive health including nursing care of the pregnant woman and newborn. The SON curriculum threads, a variety of women's reproductive health issues from menarche to menopause and commonly occurring male reproductive health issues will be examined. Clinical experiences which provide students with opportunities to practice are included.

The pre-requisites of NUR 190, 192, 192C, 197, 198 and 199 are required.

Credits: 4.50

Every Fall, Spring and Summer

NUR 292 Clinical Nursing IV: Behavioral Health Nursing

This clinical course focuses on promotion, maintenance, and restoration of behavioral health across the lifespan. Emphasis is placed on therapeutic communication, critical thinking and nursing interventions with clients in acute care and outpatient settings. Behavioral Health Nursing includes the School of Nursing (SON) core concepts, scope and standards of practice, basic mental health concepts, including developmental theories, issues related to client advocacy, therapeutic relationships, psychopharmacology, milieu management, models and theories related to individual, group, and family therapy and clinical disorders from a nursing perspective. Cultural influences are discussed as they relate to communication and behavior. Students are introduced to principles of evidence-based practice as they relate to prevention and treatment of mental illness.

The pre-requisites of NUR 190, 192, 192C, 197, 198 and 199 are required.

Credits: 4.50

Every Fall and Spring

NUR 293 Research in Nursing

This course introduces nursing students to the processes of scientific inquiry and research. The purpose of the course is to develop knowledgeable consumers of nursing research, i.e., practitioners who can (1) critically appraise (a) the scientific merit of nursing research studies and (b) the evidence base for clinical interventions/protocols, and (2) incorporate relevant findings into their practice. Emphasis is placed on developing the ability to analyze, synthesize, and evaluate nursing research within a culturally-diverse and collegial atmosphere using experiential teaching-learning methods.

The pre-requisites of NUR 190, 192, 192C, 197, 198 and 199 are required.

Credits: 3

Every Fall and Spring

NUR 295 Health Assessment in Nursing

This course focuses on performing a health assessment of adults and older adults. This includes

gathering data for a general survey and comprehensive health history and developing basic skills required to differentiate between healthy and unhealthy findings with consideration given to cultural and spiritual influences. Emphasis is placed on integumentary, gastrointestinal, sensory, neurological, cardiovascular, respiratory and musculoskeletal systems. Lab requires students to practice skills and demonstrate the ability to complete a full health assessment.

The pre-requisites of NUR 190, 192, 192C, 197, 198 and 199 are required.

Credits: 3

Every Fall, Spring and Summer

NUR 297 Introduction to Baccalaureate Nursing Education

This course is designed to help the registered nurse student transition to baccalaureate nursing education. Theories of role transition, change and selected nursing theories are discussed. Also, students are introduced to professional development through the integration of various communication skills, and professional portfolio development. The presentation of these concepts builds on the application of students' previous nursing knowledge in order to broaden their professional development in light of a changing health care environment.

Credits: 3

Every Fall

NUR 298 Introduction to Nursing Informatics

The course provides an overview of the use of information and computer technology in the delivery of healthcare/nursing. Theoretical foundations for information management within health care settings are discussed. Students will have the opportunity to learn how nurses can assess, develop and use nursing information systems to work more efficiently, to allocate resources more effectively, and improve patient care. Ethical and social issues in health care informatics are discussed. Open to RN-BS students only.

Credits: 3

Every Fall

NUR 299 Health Promotion 1: Health Assessment Across the Life Span

This course is designed to enhance the practice of the RN student with the theory and skills necessary to conduct comprehensive health assessments on clients across all ages. Emphasis is placed on the assessment skills; interpretation of data collected; identification of health risks, and on health teaching. Students have the opportunity to learn and practice skills in the college laboratory component of the course along with independent guided learning activities.

Pre-requisites of NUR 297 and 298 are required

Credits: 3

Every Summer

NUR 303 Independent Study

Open only with permission of the Dean. Open to

Nursing students to pursue in depth a specific area of study in Nursing with guidance from a faculty member. Permission of the instructor and the Dean required. This course may be taken multiple times.

Credits: 1 to 3

On Occasion

NUR 313 Independent Study and Practice

An opportunity for students who wish to pursue specific clinical areas of study in nursing. Students are guided by a faculty member, and clinical practical hours are determined by faculty. This course has an additional fee. Open to students only with the permission of the instructor and Chair.

The co-requisite of NUR 313L is required

Credits: 3

On Occasion

NUR 314 Independent Study and Practice

For students who wish to pursue specific clinical areas of study in nursing. Students are guided by a faculty member. Clinical practical hours to be determined by faculty. Open to students only with the permission of the instructor and Chair.

The co-requisite of NUR 314L is required.

Credits: 3

On Occasion

NUR 314L Independent Study and Practice LAB

For students who wish to pursue specific clinical areas of study in nursing. Students are guided by a faculty member. Clinical practical hours to be determined by faculty. Open to students only with the permission of the instructor and Chair.

Credits: 0

On Occasion

NUR 390 Clinical Nursing V: Nursing Care of the Ill Adult I

This clinical course focuses on promotion, maintenance, and restoration of adult health in persons with acute or potential health problems related to cardiovascular, gastrointestinal, integumentary, neurological and musculoskeletal systems. Emphasis is placed on the acute stages of illness in adults and its impact on the family. Using the Nursing Process students are provided the opportunity to plan, implement and evaluate nursing care given to adults in a variety of inpatient and community settings. The SON curriculum threads, the use of technology in providing and documenting nursing care in each setting are discussed. Clinical experiences which provide students with opportunities to practice are included.

The pre-requisites of NUR 290, 290C, 292, 292C, 293, and 295 are required.

Credits: 6

Every Fall and Spring

NUR 390C Clinical Nursing V: Nursing Care of the Ill Adult I

This clinical course focuses on promotion, maintenance, and restoration of adult health in persons with acute or potential health problems

related to cardiovascular, gastrointestinal, integumentary, neurological and musculoskeletal systems. Emphasis is placed on the acute stages of illness in adults and its impact on the family. Using the Nursing Process students are provided the opportunity to plan, implement and evaluate nursing care given to adults in a variety of inpatient and community settings. The SON curriculum threads, the use of technology in providing and documenting nursing care in each setting are discussed. Clinical experiences which provide students with opportunities to practice are included.

The pre-requisites of NUR 290, 290C, 292, 292C, 293, and 295 are required.

Credits: 0

Every Fall and Spring

NUR 392 Clinical Nursing VI: Nursing Care of Children and Their Families

This course focuses on the nursing management of children and their families. Emphasis is on the growth and developmental tasks of children from infancy to adolescence, issues of health, illness, abuse and neglect, developmental disabilities and autistic spectrum disorders. Aspects of care for the childbearing, childrearing and child-launching family are presented. Clinical offers students the opportunity to learn about the management of children and their families in a variety of traditional and nontraditional settings.

The pre-requisites of NUR 290, 290C, 292, 292C, 293, and 295 are required.

Credits: 4

Every Fall, Spring and Summer

NUR 392C Clinical Nursing VI: Nursing Care of Children and Their Families

This course focuses on the nursing management of children and their families. Emphasis is on the growth and developmental tasks of children from infancy to adolescence, issues of health, illness, abuse and neglect, developmental disabilities and autistic spectrum disorders. Aspects of care for the childbearing, childrearing and child-launching family are presented. Clinical offers students the opportunity to learn about the management of children and their families in a variety of traditional and nontraditional settings.

The pre-requisites of NUR 290, 290C, 292, 292C, 293, and 295 are required.

Credits: 0

Every Fall, Spring and Summer

NUR 393 End of Life Nursing Care

This course synthesizes previously learned knowledge and practice as a foundation for introducing students to end of life nursing care. The SON curriculum threads as they related to end of life nursing care are discussed. Emphasis is on quality of life at the end of life, symptom management, communication with dying clients and family members, the dying process, legal and ethical issues and bereavement. This is a writing-

intensive course which fulfills LIU Brooklyn's writing-intensive requirement.

The pre-requisites of NUR 290, 290C, 292, 292C, 293, and 295 are required.

Credits: 3

Every Fall and Spring

NUR 395 Leadership, Management and Contemporary Issues in Nursing

This course focuses on the current and historical, socioeconomic and political forces that impact nursing practice. Students explore and discuss emerging roles of the nurse in a complex and unpredictable health care delivery system. The content focuses on organizations, leadership, case management, decision-making, change, measurement of nursing outcomes, communication and healthcare systems. Through a mentorship with a nursing leader, students apply leadership and management theory and participate as members of the healthcare team.

The pre-requisites of NUR 290, 290C, 292, 292C, 293, and 295 are required.

Credits: 4

Every Fall, Spring and Summer

NUR 395C Leadership, Management and Contemporary Issues

This course focuses on the current and historical, socioeconomic and political forces that impact nursing practice. Students explore and discuss emerging roles of the nurse in a complex and unpredictable health care delivery system. The content focuses on organizations, leadership, case management, decision-making, change, measurement of nursing outcomes, communication and healthcare systems. Through a mentorship with a nursing leader, students apply leadership and management theory and participate as members of the healthcare team. This is a writing-intensive course which fulfills LIU Brooklyn's writing-intensive requirement.

Credits: 0

Every Fall, Spring and Summer

NUR 396 Leadership and Management I

This course introduces the registered nurse student to basic organizational and systems leadership and their relationships to quality care and patient safety. Students learn about theories, concepts, and principles of leading, managing, and delegating; and the various legal issues that challenge nursing leaders and managers. Continuous quality improvement models and various leadership styles along with current literature findings are explored. The importance of effective communication and collaboration strategies in maintaining nursing's role on the healthcare team are emphasized.

Pre-requisites of NUR 297 and 298 are required

Credits: 3

Every Fall and Spring

NUR 396C Leadership and Management I

This course introduced the registered nurse student to basic organizational and systems leadership and

their relationships to quality care and patient safety. Students learn about theories, concepts, and principles of leading, managing, and delegating; and the various legal issues that challenge nursing leaders and managers. Continuous quality improvement models are explored along with various leadership styles long with current literature findings. The importance of effective communication and collaboration strategies as members of the healthcare team are emphasized. The individualized clinical mentorship provides opportunities to work with nurse leaders and managers in a variety of agencies and units.

Credits: 0

Every Fall and Spring

NUR 397 Health Promotion II: Nursing Management of Complex Health

This course focuses on disease and injury prevention to multi-ethnic populations across the lifespan, along with issues from beginning to end of life care. Public health principles, health behavior change theory, fundamentals of epidemiology and biostatistics and the relationship of genetics and genomics to health screening, prevention, and patient teaching are discussed. The importance of cultural competence in nursing and health care is examined along with complementary and alternative modalities. Comprehensive literature review and evidenced based nursing outcomes are discussed.

Three credits.

Pre-requisites of NUR 297 and 298 are required

Credits: 3

Every Fall and Spring

NUR 398 Nursing Research for Evidence-Based Nursing Practice

This course introduces the registered nurse student to the research process in order transfer current nursing evidence into practice and improved patient outcomes. The identification and exploration of the relationship of the research process and the development of nursing knowledge are considered. The RN student discusses the research process and how nursing knowledge is developed, researched, evaluated and applied into practice. The RN student also discusses ethical and legal protocols that guide nursing research in order to protect the rights of clients.

Pre-requisite of MTH 100 is required.

Credits: 3

Every Fall and Spring

NUR 490 Clinical Nursing VII: Nursing Care of the Ill Adult II

This course focuses on the synthesis and knowledge required to care for clients with complex multi-system health issues. Using the SON curriculum threads, students provide care to a caseload of clients with complex health issues. The clinical component of this course assists students to develop independence under the direct guidance of selected agency preceptors. Students further

cultivate the development of the professional role by synthesizing the concepts of time management, prioritizing, interdisciplinary communication, and delegation skills.

The pre-requisites of NUR 390, 390C, 392, 392C, 393, and 395 are required.

Credits: 6

Every Fall, Spring and Summer

NUR 490C Clinical Nursing VII: Nursing Care of the III Adult II

This course focuses on the synthesis and knowledge required to care for clients with complex multi-system health issues. Using the SON curriculum threads, students provide care to a caseload of clients with complex health issues. The clinical component of this course assists students to develop independence under the direct guidance of selected agency preceptors. Students further cultivate the development of the professional role by synthesizing the concepts of time management, prioritizing, interdisciplinary communication, and delegation skills.

The pre-requisites of NUR 390, 390C, 392, 392C, 393, and 395 are required.

Credits: 0

Every Fall, Spring and Summer

NUR 492 Clinical Nursing VIII:Community Centered Nursing

This course expands concepts of nursing practice and the SON curriculum threads outside traditional health-care settings introduced in Semester One and integrated across the curriculum. It culminates with a "real world" community-centered project. The primary foci are risk assessment, reduction and communication: care of aggregates; health promotion, protection, prevention and education. Students learn to provide care that demonstrates an understanding of an individual, family and/or community explanatory model for health and illness and the sociopolitical and economic forces that govern health care choices and services. Clinical experiences which provide students with opportunities to practice are included.

The pre-requisites of NUR 390, 390C, 392, 392C, 393, and 395 are required.

Credits: 5

Every Fall, Spring and Summer

NUR 492C Clinical Nursing VIII:Community Centered Nursing

This course expands concepts of nursing practice and the SON curriculum threads outside traditional health-care settings introduced in Semester One and integrated across the curriculum. It culminates with a "real world" community-centered project. The primary foci are risk assessment, reduction and communication: care of aggregates; health promotion, protection, prevention and education. Students learn to provide care that demonstrates an understanding of an individual, family and/or community

explanatory model for health and illness and the sociopolitical and economic forces that govern health care choices and services. Clinical experiences which provide students with opportunities to practice are included.

The pre-requisites of NUR 390, 390C, 392, 392C, 393, and 395 are required.

Credits: 0

Every Fall, Spring and Summer

NUR 494 Transition to Professional Nursing Practice

This course synthesizes the core content of the curriculum and is the final preparatory course for entry into nursing practice. Professional behaviors necessary for transition from student to professional are examined. Students are prepared for state licensure examination.

Co-requisite of NUR 490 is required.

Credits: 3

Every Fall, Spring and Summer

NUR 495 Leadership and Management II: Budgeting, Finance and Health Care Policy

This course builds on knowledge and skill learned in Leadership and Management I and provides basic knowledge and skills about health care policy, finance and effects on the delivery of nursing care. The registered nurse student will learn how patient care services are organized and financed, and the structure of reimbursement. Regulatory agencies and guidelines that define boundaries of nursing practice are discussed along with how health care policies are developed and changed.

Pre-requisite of NUR 396 is required.

Credits: 4

Every Fall and Spring

NUR 496 Health Promotion III: Health Care Needs of Diverse Populations

This course builds on concepts and principles learned in Health Promotion I and II to focus on promotion health for at-risk populations both locally and globally. Healthy People provides the framework for discussions and the New York City Department of Health and Mental Hygiene Vital Statistics provide the backdrop for planning health promotion strategies. The registered nurse students discuss barriers to health care such as health illiteracy, health disparities, and cultural and economic issues. Students have the opportunity to develop and/or implement plans for promotion of health and disease/injury prevention for selected groups of clients.

Pre-requisite of NUR 397 is required.

Credits: 4

Every Spring

NUR 497 Health Promotion IV: Community Based Nursing Practice

This senior capstone course, introduces the registered nurse students to the concepts and theories related to community and public health nursing. The concept of population-focused nursing and the population as client or unit of care

are emphasized. Health promotion and disease prevention is reinforced. Students build on knowledge and skills learned throughout the program to plan population-focused interventions and collaborate with other healthcare professionals to improve population health. Emergency preparedness needs for communities are assessed and plans developed.

Pre-requisite of NUR 299 is required.

Credits: 5

Every Summer

NUR 497C Health Promotion IV: Community Based Nursing Practice

This senior capstone course, introduces the registered nurse students to the concepts and theories related to community and public health nursing. The concept of population-focused nursing and the population as client or unit of care are emphasized. Health promotion and disease prevention is reinforced. Students build on knowledge and skills learned throughout the program to plan population-focused interventions and collaborate with other healthcare professionals to improve population health. Emergency preparedness needs for communities are assessed and plans developed.

The pre-requisites of NUR 390, 390C, 392, 392C, 393, and 395 are required.

Credits: 0

Every Summer

RICHARD L. CONOLLY COLLEGE OF LIBERAL ARTS AND SCIENCES

Richard L. Conolly College of Liberal Arts and Sciences is the hub of undergraduate education at LIU Brooklyn, offering diverse degree programs in the humanities; the sciences; the social sciences; and the arts and communication. It provides the general educational foundation for all academic and professional programs at the campus through its core curriculum. Conolly College also offers an array of dual degrees and comprehensive graduate programs, including the B.S./M.S. in Communication Sciences and Disorders/Speech-Language Pathology and the Ph.D. in Clinical Psychology. Our diverse curriculum allows you to sample a range of academic disciplines, from biology and chemistry to dance and media, from creative writing and philosophy to psychology and history.

Our outstanding faculty members are not only experts in their fields, but also supportive mentors who will help you to become comfortable with the college culture as you hone your critical thinking and communication skills, and strive to reach your full potential.

At the College of Liberal Arts and Sciences, we believe in providing our students with the academic preparation necessary for lifelong learning and in equipping them with the skills, knowledge, and insights to be productive citizens, thus enabling them to participate fully in the complicated world in which we live. It is our task to ensure that all graduates are successful in entering the workforce, thereby elevating their prospects for greater financial independence.

For information, please contact the Dean's Office at 718-488-1003, fax 718-780-4166, or visit the website at www.liu.edu/brooklyn/clas.

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Fields of Study

Biochemistry
 Biology
 Chemistry
 Communication Sciences and Disorders
 Dance
 Economics
 English
 Fine Arts
 Foreign Languages and Literature*
 History
 Humanities
 Journalism
 Mathematics
 Media Arts
 Music (Applied Music, Music Theory, Jazz Studies)*
 Philosophy*
 Physics**
 Political Science
 Psychology
 Social Science
 Sociology/Anthropology
 Speech
 Theatre**

*Not offered as a major in the evening session.

**No major offered.

The fields of study are grouped as follows:

I. Division of Humanities

- Communication Sciences and Disorders
- English
- Foreign Languages and Literature (French, Italian and Spanish)
- Humanities
- Philosophy
- Minors in Gender Studies and Africana Studies

II. Division of Science

- Biochemistry
- Biology (Medical Technology and Molecular Biology)
- Chemistry
- Mathematics
- Physics

III. Division of Social Science

- Economics
- History
- Political Science
- Psychology
- Social Science
- Sociology/Anthropology
- Minors in Latin American and Caribbean Studies, Asian Studies, Criminal Justice, Political Geography and Urban Studies

School of Arts and Communication

- Journalism and Communication Studies (Speech)
- Performing Arts – Dance, Music and Theatre
- Media Arts
- Visual Arts

Associate Degree

To qualify for an associate degree students must complete at least 64 credits in the liberal arts and sciences with a minimum 2.0 grade point average.

Students who intend to continue on to a bachelor's degree must reapply for admission. Students interested in an associate degree should seek counseling from their academic advisor. For further information, contact the associate dean, Richard L. Conolly College of Liberal Arts and Sciences.

Pre-Law Advisement

Students considering law school and law as a career should consult as early as possible with the pre-law adviser for help in drawing up their academic programs. Students should also seek advice regarding when to take the law school admission test (LSAT) and when to submit applications to law schools. A brochure on Pre-Law: Undergraduate Preparation at LIU Brooklyn is available. Contact Dr. Stacey Horstmann-Gatti, History Department, Room 8th Floor Humanities Bldg.; 718-488-1057.

Pre-Medical and Pre-Professional Evaluating Committee

The Pre-Medical and Pre-Professional Evaluating Committee assists students planning to apply to schools of medicine, dentistry, chiropractic, podiatry, osteopathy, optometry and veterinary medicine. Advisers are available in the Science Division to work with students regarding preparing for entrance into these professional schools. Students interested in entering these health professions and who desire a "composite" letter of recommendation from the committee should register with the chair of the committee, preferably in their freshman year. Contact Dr. Edward Donahue, Chemistry Department, Room M-804; 718-488-1664.

Humanities (Division I)

The Humanities Division offers undergraduate degrees in English, foreign languages and literature, and philosophy; and graduate degree programs in English. Each provides a humanistic foundation for almost all professional fields. The division also offers undergraduate and graduate programs in communication sciences and disorders, which serves to advance this expanding discipline within a culturally and linguistically diverse society. An interdisciplinary major also is available in the humanities, and students can minor in English, Spanish, French, philosophy, gender studies and Africana studies.

Students must fulfill the requirements of the core curriculum, and satisfy the requirements of their major. Of the 128 credits required for graduation, at least 48 must be earned in courses numbered above 100.

DEPARTMENT OF COMMUNICATION SCIENCES AND DISORDERS

718-488-4122

Associate Professor: Champion (Chairperson)

Professors: Koenig, Moses

Associate Professors: Shi, G. Youmans, S. Youmans, Barriere

Assistant Professor: Tyrone

Clinical Administrators: Perdios (Clinical Director)

Adjunct Faculty: 10

The Department of Communication Sciences and Disorders offers a pre-professional undergraduate program in Communication Sciences and Disorders, and a graduate program in Speech-Language Pathology. The department is committed to advancing the study of human communication sciences and disorders within a culturally and linguistically diverse society.

Intellectual growth is promoted through the recognition and expression of multiple theoretical, cultural, and individual perspectives. The Department of Communication Sciences and Disorders fosters respect for diversity and a commitment to serve individuals with communication problems.

B.S. in Communication Sciences and Disorders

The department offers a pre-professional program leading to a Bachelor of Science degree in Communication Sciences and Disorders (CSD). Upon graduation, students will be prepared to begin their graduate studies in Speech-Language Pathology.

Students who wish to major in CSD must make an appointment to see the undergraduate program director for an initial meeting. Students accepted into the department will be assigned a departmental advisor. Thereafter, the student should schedule a meeting with his or her advisor at least once a term. Students must bring an unofficial transcript of their grades to all advisement meetings. The advisor will check grades and prerequisite courses as the student is assigned into specific classes. Advisors will also assist students in developing objectives, exploring career possibilities, and devising a personalized plan of study that will best prepare them for graduate study.

Entry into the major:

All students must meet the following requirements to matriculate as a major in Communication Sciences and Disorders:

1. Acceptance to LIU Brooklyn by the Office of Admissions.
2. A personal interview with the undergraduate

program director.

- Students must bring an unofficial transcript of their grades to this interview.
 - Entry into the program is contingent upon recommendation by program director.
3. A minimum cumulative grade point average (GPA) of 3.0 GPA.

Academic Standing

The program in Communication Sciences and Disorders is a pre-professional program in Speech-Language Pathology. This is a very competitive profession. There are many students competing for admission into graduate school, and graduate programs in the greater New York area accept a limited number of students each year. A graduate degree in Speech-Language Pathology is necessary in order to qualify for professional certification and licensure: the Certificate of Clinical Competence from the American Speech-Language Hearing Association and the New York State License in Speech-Language Pathology. In order to ensure your success, we have established the following academic standards within the Department of Communication Sciences and Disorders at LIU Brooklyn:

1. Students must attend all class meetings and be in class on time. Consistent absences or lateness will affect students' final grades.
2. The following sequence is prerequisite to advanced coursework:
 - SPE 100: Voice and Diction
 - SLP 100: Culture, Communication and Language I
 - SLP 104: Articulatory Phonetics
 - SLP 113: Anatomy & Physiological Bases of Speech and Language I
 - SLP 125: Culture, Communication and Language II
 - SLP 133: Speech Science I: Acoustic Phonetics
 - SLP 213: Anatomy & Physiological Bases of Speech and Language II
 - SLP 231: Language Acquisition Across the Lifespan I: The Early Years
 - SLP 233: Speech Science II: Research Methods and Acoustic Applications
3. Students must achieve a B- or higher in these courses to continue in the major. Students may repeat a course no more than once. Students must complete foundation and intermediate courses before taking advanced courses. Students are required to honor all course prerequisites and receive acceptable grades to continue in the program. Instructors will not allow students to remain in a class for which prerequisite coursework has not been taken.
4. It is the responsibility of students to follow the sequence of courses outlined in the undergraduate bulletin.
5. To continue in the major and take advanced 300 and 400 level courses, students must maintain a minimum overall **GPA of 3.0** and achieve and maintain a minimum **GPA of 3.0 across all SLP courses.** (i.e., required courses in Speech-Language Pathology or Psychology). Students who

receive a grade of C+ in any course must retake that course. If a student receives 2 or more grades of C+, the Academic Standing Committee will review his or her academic record and determine whether he or she will be permitted to continue in the major.

6. All students are assigned a faculty advisor. Students doing C+ or below work in any course in their major at midterm must see their advisor at once (well before the end of the term).
7. Students are expected to maintain high standards of ethical conduct and integrity. Any student who violates these standards will be asked to leave the major.
8. Students who are having difficulty managing the requirements of the program will be directed to appropriate counseling and academic support services by their departmental advisors, and recommendations will be recorded in the student's file. Students are expected to follow up on all faculty recommendations. Students can also contact the Academic Advisement Center themselves: 718-488-1042.
9. Students who do not maintain required academic standing as outlined above will be referred to the Departmental Committee on Academic Standing. This committee may recommend dismissal from the CSD major. Grievance procedures are those followed by the university.
10. Students should be aware that while they may graduate with a minimum overall GPA of 3.0 in major and minimum SLP GPA of 3.0, most graduate programs in SLP have higher GPA admissions requirements. Therefore, students should strive to earn higher grades than those stipulated above.

Clinical Observation (SLP 410 and 411)

All majors must complete Clinical Observation as part of SLP 410 and 411. As part of these courses, students spend time observing professional speech-language pathologists and audiologists, and obtain a minimum of 12.5 observation hours in each course. Students are expected to uphold all dress codes, attendance requirements, and standards of professional conduct set both by their observation sites and by the program in Communication Sciences and Disorders at LIU Brooklyn.

National Student Speech Language Hearing Association (NSSLHA)

NSSLHA is the pre-professional national organization for master's candidates and undergraduate students interested in the study of normal and disordered human communication behavior. The Department of Communication Sciences and Disorders at LIU Brooklyn has established a Speech-Language-Hearing Society as a local chapter of the NSSLHA. All speech majors are encouraged to apply for membership.

The Speech-Language-Hearing Society will serve as a forum for discussion of issues both in the Speech Pathology program at LIU and in the field itself. It will also serve as a network between

students, faculty and practitioners.

Any student desiring membership into the Speech-Language-Hearing Society should register with the recording secretary before a general meeting. NSSLHA application forms can also be obtained from the recording secretary or in the department office.

B.S. Communications Sciences & Disorders

[Program Code 29249]

Graduation Requirements

Students must satisfy the Placement, Proficiency, Orientation and Core Curriculum criteria outlined in the Graduation Requirements section of this bulletin.

Core curriculum requirements for this major are summarized below:

Core Seminar 3 credits

Humanities

English Composition 3 credits

English Literature 6 credits

Philosophy 6 credits

Foreign Language 6 credits

Social Sciences

History 6 credits

Social Sciences 6 credits

(ANT, ECO, POL, PSY, SOC)

Science and Mathematics

Mathematics 3 - 4 credits

Science 8 - 10 credits

Communication, Visual & Performing Arts

Speech 3 credits

Visual & Performing Arts 3 credits

(ART, DNC, MUS, THE)

Ancillary Requirements

Following five (5) courses are required:

PSY 107 Developmental Psychology I 3.00

PSY 108 Developmental Psychology II 3.00

PSY 110 Abnormal Psychology 3.00

SPE 100 Voice and Diction 3.00

TAL 251 Students with Special Needs 3.00

One (1) of the following is required:

MTH 100 Introductory Statistics 3.00

PSY 150 Statistics in Psychology 3.00

Major Requirements

Following thirteen (13) courses must be taken:

SLP 100 Culture Communication and Language I 3.00

SLP 104 Phonetics 4.00

SLP 113 Anatomical and Physiological Bases for Speech and Language I 3.00

SLP 125 Culture Communication and Language II 3.00

SLP 133 Speech Science I 3.00

SLP 213 Anatomical and Physiological Bases for Speech and Language I 3.00

SLP 231 Language Acquisition Across the Lifespan I: The Early Years 3.00

SLP 233 Speech Science II 3.00

SLP 321 Audiology I - Hearing Science and Introduction to Audiology 3.00

SLP 331 Language Acquisition Across the Lifespan II: School Age Adolescence, and the Later Years 3.00

SLP 410 Introduction to Communication Disorders I 4.00

SLP 411 Introduction to Communication Disorders II 4.00

SLP 421 Audiology II - Aural Rehabilitation 3.00

Credit and GPA Requirements

Minimum Total Credits: 128

Minimum Liberal Arts & Sciences Credits: 64

Minimum Major Credits: 42

Minimum Credits in Courses > 100 Level: 48

Ancillary Requirement: see above

Minimum Major GPA: 3.2

Minimum Overall GPA: 3.0

B.S./M.S. in Communication Sciences and Disorders/Speech-Language Pathology

Only entering freshmen may apply to the B.S./M.S. program. Students admitted to this program will have the opportunity to make a smooth transition from undergraduate pre-professional studies to graduate professional studies. Students who remain in good academic standing are guaranteed an uninterrupted continuation into their graduate studies ultimately earning a B.S. in Communication Sciences and Disorders and an M.S. in Speech-Language Pathology. Although students begin taking graduate courses in the senior year, students requiring proficiency and skills courses may have a lengthened course of study.

Admission to the B.S./M.S. program

Entering freshmen (fall admission only)

Students who have demonstrated exceptional academic performance in high school may be admitted into the B.S./M.S. program. Admission to the B.S./M.S. program does not guarantee automatic progression into the M.S. portion of the degree (600 level or higher courses). Students must meet specific competency standards at the end of their freshman and sophomore years in order to continue in the program. Only students who have a minimum cumulative 3.5 GPA overall in required SLP courses by the end of the spring semester of their sophomore year will be allowed to continue in the B.S./M.S. program.

Admission Criteria

Admission to the B.S./M.S. program is competitive and requires:

- A minimum high school GPA of 3.2.
- Completion of a high school program in liberal arts and sciences to include 4 units of English, 3 of math and 2 of science (biology and physics).
- Satisfactory interview
- Demonstration of English writing proficiency

Admissions Procedures

- Applicants will be required to submit:
 - A completed application
 - Three academic letters of recommendation
 - A personal statement
- The CSD Admissions Committee will review applications. Those applicants meeting the above criteria may be invited to a personal interview and must demonstrate English writing proficiency.

Academic Standing

- In order to continue in the B.S./M.S. program, students must achieve a minimum grade of B+ in the following foundation courses:
 - SPE 100: Voice and Diction
 - SLP 100: Culture, Communication and Language I
 - SLP 104: Phonetics
 - SLP 113: Anatomy & Physiological Bases of Speech and Language I
 - SLP 125: Culture, Communication and Language II
 - SLP 133: Speech Science I
- All students must maintain a 3.5 average with no grades lower than "B" in math, science, psychology and advanced SLP courses.
- Students who receive a grade lower than a "B" in any course must retake that course.
- Students may not retake more than one SLP course. If a student receives more than 1 grade below "B", the Academic Standing Committee will review his or her academic record and determine whether he or she will be permitted to continue in the B.S./M.S. program.
- Students leaving the B.S./M.S. program may continue in the B.S. degree program in CSD as long as they meet the requirements for that program.

B.S. Communications Sciences & Disorders/M.S. Speech-Language Pathology

[Program Code: 30904]

Graduation Requirements

Students must satisfy the Placement, Proficiency, Orientation and Core Curriculum criteria outlined in the Graduation Requirements section of this bulletin.

Core curriculum requirements for this major are summarized below:

Core Seminar 3 credits

Humanities

English Composition 3 credits

English Literature 6 credits

Philosophy 6 credits

Foreign Language 6 credits

Social Sciences

History 6 credits

Social Sciences 6 credits

(ANT, ECO, POL, PSY, SOC)

Science and Mathematics

Mathematics 3 - 4 credits

Sciences 8 - 10 credits

(BIO, CHM, PHY)

Communication, Visual & Performing Arts

Speech 3 credits

Visual & Performing Arts 3 credits

(ART, DNC, MUS, THE)

Ancillary Requirements

Following five (5) courses are required:

PSY 107 Developmental Psychology I 3.00

PSY 108 Developmental Psychology II 3.00

PSY 110 Abnormal Psychology 3.00

SPE 100 Voice and Diction 3.00

TAL 251 Students with Special Needs 3.00

One (1) of the following is required:

MTH 100 Introductory Statistics 3.00

PSY 150 Statistics in Psychology 3.00

Major Requirements

The B.S./M.S. degree consists of two equal parts; the B.S. prerequisites are listed in the first section below (SLP 100-600) and the M.S. foundation, and higher level requirements are listed second (SLP 600-644). The B.S./M.S. degree gives students flexibility in choosing advanced electives.

UNDERGRADUATE: Following thirteen (13) courses required:

SLP 100 Culture Communication and Language I 3.00

SLP 104 Phonetics 4.00

SLP 113 Anatomical and Physiological Bases for Speech and Language I 3.00

SLP 125 Culture Communication and Language II 3.00

SLP 133 Speech Science I 3.00

SLP 213 Anatomical and Physiological Bases for Speech and Language I 3.00

SLP 231 Language Acquisition Across the Lifespan I: The Early Years 3.00

SLP 233 Speech Science II 3.00

SLP 321 Audiology I - Hearing Science 3.00

SLP 331 Language Acquisition Across the Lifespan II: School Age Adolescence, and the Later Years 3.00

SLP 410 Introduction to Communication Disorders I 4.00

SLP 411 Introduction to Communication Disorders II 4.00

SLP 421 Audiology II - Aural Rehabilitation 3.00

GRADUATE: Required foundation courses:

SLP 601 Introduction to Research in Speech-Language Pathology 3.00

SLP 602 Advanced Language Acquisition 3.00

SLP 603 Bilingual/Multicultural Foundations I: Communication and Language Learning in Bilingual/Multicultural 3.00

SLP 606 Advanced Neuroanatomy for Speech-Language Pathology 3.00

SLP 608 Seminar in Speech-Language Pathology 1.00

SLP 620 Comparative Phonology and Phonological Disorders 3.00

Higher Level Courses (minimum 39 credits):

SLP 604 Bilingual/Multicultural Foundations II: Assessment and Intervention: Methods & Materials 3.00

SLP 605 Diagnostic Process 3.00

SLP 607 Clinical Audiology 3.00

SLP 609 Speech Science and Instrumentation 3.00

SLP 621 Fluency Disorders 3.00

SLP 622 Voice Disorders 3.00

SLP 626 Dysphagia 3.00

SLP 627 Motor Speech 3.00

SLP 630 Topics In Communication Disorders 3.00

SLP 640 Language Disorders in Children 3.00

SLP 641 Aphasia and Adult Neurogenic Disorders 3.00

SLP 642 Speech-Language-Hearing Services for Language-Learning Disabilities 3.00

SLP 644 Speech-Language-Hearing Services in Multicultural/Multilingual School Settings 3.00

SLP 720 Independent Study- Research on Disorders of Speech 1.00

Practicum sequence - minimum 9 credits required:

SLP 610A Clinical Practicum: Intro to Treatment of Speech-Language and Hearing Disorders 2.00

SLP 610B Clinical Practicum: Intro to Treatment of Speech-Language and Hearing Disorders 2.00

SLP 610C Clinical Practicum: Intro to Treatment of Speech-Language and Hearing Disorders 1.00

SLP 611A Intermediate Clinical Practicum in the Treatment of Speech-Language and Hearing Disorders 1.00

SLP 611B Intermediate Practicum in the Treatment of Speech-Language and Hearing Disorders/Monolingual. 1.00

SLP 611C Intermediate Practicum in a School Setting/Bilingual 1.00

SLP 612A Advanced Clinical Practicum: Assessment and Treatment Speech-Language and Hearing Disorders 1.00

SLP 613A Extended Advanced Clinical Practicum 1.00

SLP	614A	Diagnostic Practicum: Children	1.00
SLP	614B	Diagnostic Practicum: Adults	1.00
SLP	614C	Extended Diagnostic: Practicum	1.00
SLP	615A	Audiology Practicum	1.00
SLP	616	Clinical Observation	1.00

Credit and GPA Requirements

Minimum Total Credits: 182

Minimum Liberal Arts and Sciences Credits: 64

Minimum Total Undergraduate Major Credits: 42

Minimum Total Graduate Major Credits: 64

Minimum Credits of Courses > 100 Level: 48

Ancillary Requirement: see above

Minimum Major GPA: 3.75

Minimum Overall GPA: 3.5

Communication Sciences and Disorders Courses

SLP 100 Culture Communication and Language I

This is the first part of a two-semester course sequence designed for students of Communication Sciences and Disorders. Its broad aims are to introduce students to the structured nature of human linguistic communication and how language varies depending on communication mode (speech, writing, sign). This course will focus specifically on analyzing linguistic structure across phonological, morphological, syntactic, and discourse levels. These analysis techniques will be used to compare and contrast structural factors across languages.

Pre-requisite of SPE 3 is required.

Credits: 3

All Sessions

SLP 104 Phonetics

This course is comprised of lecture and laboratory components. It provides students with a strong foundation in the processes of speech articulation and comprehensive training in the transcription of speech using the International Phonetic Alphabet (IPA). Students study basic anatomical and physiological bases of speech production and relationship between phonetics to areas of linguistic science (especially socio-linguistics, dialectology, and phonology). Attention is given to dialectal variations in American English and to dialects of speakers of English as a Second Language. Students engage in extensive transcription of Standard English, dialectal forms, child speech, and disordered speech. Independent guided transcription exercises required.

Pre-requisites of SPE 3 and SPE 100 are required.

Credits: 4

Every Fall and Spring

SLP 113 Anatomical and Physiological Bases for Speech and Language I

This is the first part of a two-semester course sequence offering in-depth analysis of the anatomical and physiological bases for speech and language functions. Anatomy and physiology provide the framework for understanding complex human communication processes. This course includes an introduction to communication systems. Specific emphasis is placed on the respiratory, phonatory, resonatory, articulatory, and auditory systems.

Pre-requisite of SPE 3 is required.

Credits: 3

Every Fall and Spring

SLP 125 Culture Communication and Language II

This is the second part of a two-semester course sequence designed for students of Communication Sciences and Disorders. Its broad aims are to explore, in detail, the nature of human linguistic communication, and the extent to which linguistic

behavior varies across speakers and communities.

This course covers attitudes about language and the ways in which language expresses and is influenced by different linguistic communities and cultures.

Students will consider cases of language variation and change and will compare and contrast structural factors across dialects.

Pre-requisites of SLP 100 and SLP 104 are required.

Credits: 3

Every Spring

SLP 126 American Sign Language I

The purpose of this course is to provide basic instruction in American Sign Language (ASL) within a cultural context. Students will learn receptive and expressive vocabulary, grammar and finger spelling via a functional approach. An overview of the history, values, and social norms of the Deaf community will be provided. Linguistic structure of ASL will be introduced and cultural behaviors will be explored.

Credits: 3

Annually

SLP 127 American Sign Language II

ASL II is a continuation of ASL I with more advanced ASL instruction within a cultural context. This course will continue to develop students' receptive and expressive language skills via a functional, conversational approach. More advanced linguistic and grammatical features will be introduced, e.g., vocabulary, finger-spelling, use of space, directionality, classifiers, body shifting, and listing. Deaf culture will be further explored, including beliefs, behaviors, and activities in which Deaf individuals engage, i.e., social, literate and artistic activities. Prerequisites: ASL I or instructor permission.

Credits: 3

Every Fall and Spring

SLP 133 Speech Science I

This is the first part of a two-semester course sequence in Speech Science for students of Communication Sciences and Disorders. Speech Science I covers basic physical principles of acoustics and sound transmission, the relationships between speech articulation and acoustics, and the acoustical properties of individual speech sounds, prosody, and voice quality. Speech Science forms the link between articulatory phonetics and speech perception, it has wide application in speech technology.

Pre-requisites of SLP 104 and SLP 113 are required.

Credits: 3

Every Fall and Spring

SLP 213 Anatomical and Physiological Bases for Speech and Language I

This course is the second in a two-semester sequence designed to provide a foundation in anatomy and physiology related to speech and linguistic processes. This second semester focuses on the anatomy and physiology of the nervous system, with special emphasis on the structures and

functions required for normal speech production, swallowing, speech perception, linguistic processing, and communicative behavior.

Pre-requisite of SLP 113 is required.

Credits: 3

All Sessions

SLP 231 Language Acquisition Across the Lifespan I: The Early Years

This is the first part of a two-semester course sequence addressing language acquisition across the life span. This course examines language development in children of diverse cultural backgrounds, from birth through early childhood. Universals and variations across specific cultures (e.g., African-American, Latino, Asian) are examined. The developing pragmatic, syntactic, semantic and phonological components of language are explored in the context of cognitive, perceptual, affective and social development. Language acquisition as a precursor to the development of literacy is stressed. Bilingual first language acquisition will be introduced.

Pre-requisites of SLP 100, SLP 104 and SLP 125 are required.

Credits: 3

Every Fall and Spring

SLP 233 Speech Science II

This is the second of a two-semester course sequence in Speech Science for students of Communication Sciences and Disorders. It is meant to provide an appreciation of the complexity of speech production and perception via extensive experience in analyzing acoustic signals. Recent and classical studies in the fields of phonetics, sociolinguistics, and speech pathology are examined to demonstrate how acoustic measures can provide insight into the characteristics of normal, developing, and disordered speech across languages. Experimental design and procedures are discussed throughout the semester, and students will design and carry out individual research projects as part of the course.

Pre-requisite of SLP 133 is required.

Credits: 3

Every Fall and Spring

SLP 321 Audiology I - Hearing Science and Introduction to Audiology

This course provides a basic understanding of acoustics, psychoacoustics, anatomy and physiology of human auditory system, types and etiologies of hearing loss, and principles of audiological assessment.

The pre-requisites of SLP 213 and 233 are required.

Credits: 3

Every Fall and Spring

SLP 331 Language Acquisition Across the Lifespan II: School Age Adolescence, and the Later Years

This is the second part of a two-semester course sequence addressing language acquisition across the lifespan. This course examines the language

development of children of diverse backgrounds from early school-age through adolescence. Universals and variations across specific cultures (e.g., African-American, Hispanic, Asian) are examined. The developing pragmatic, syntactic, semantic and phonological components of language are explored in the context of cognitive, perceptual, affective and social development. The relationship between language, learning and literacy will be stressed.

The pre-requisite of SLP 231 is required.

Credits: 3

Every Spring

SLP 410 Introduction to Communication**Disorders I**

This is the first part of a two-semester course sequence in Communication Disorders across lifespan. This course will present an overview of typical processes related to communication and swallowing as a foundation for the study of the major categories of communication and swallowing disabilities. The etiology and symptomatology of communication disorders are examined with particular attention to disorders of language, articulation/phonology, and fluency. Assessment and treatment goals and procedures will be explored. Students will become familiar with the current research through reading the various professional journals. Twenty-five hours of clinical observation are required.

The pre-requisite of SLP 331 is required.

Credits: 4

Every Fall and Spring

SLP 411 Introduction to Communication**Disorders II**

This is the second part of a two-semester course sequence in Communication Disorders across the life span. This course examines the etiology and symptomatology of communication and swallowing disorders with a special emphasis on organic and neurogenic problems. Culturally and linguistically appropriate assessment and treatment goals and procedures are explored. Students become familiar with the current research through reading the various professional journals. Twenty-five hours of clinical observation are required.

The pre-requisite of SLP 410 is required.

Credits: 4

Every Spring

SLP 421 Audiology II - Aural Rehabilitation

This course provides an understanding of the psychosocial impact of hearing loss, with an emphasis on impaired speech perception. It also discusses the principles and ongoing development of various approaches to management of hearing loss, including amplification and other sensory prostheses, manual communications, and rehabilitative therapies.

The pre-requisite of SLP 321 is required.

Credits: 3

Every Fall, Spring and Summer

DEPARTMENT OF ENGLISH

Professors Allen, Bennett, Dilworth, Haynes, McGarrity, Matz, Mutnick, Parascandola, Pattison, Schweizer, Swaminathan (Chair), Warsh
Professors Emeriti Bernard, Braid, Henning, Hulot-Kentor, Hyneman, Kleinberg, Malinowitz, Silverstein, Templeton, Zilversmit
Associate Professors Bokor, High, Horrigan, Killoran, McCrary
Associate Professor Emerita Li
Assistant Professors Antinori, Sohn
Instructor Hall
Adjunct Professor Berninger
Adjunct Associate Professor Hassan
Adjunct Assistant Professor Matkov

The Department of English offers a wide range of courses to meet the needs of a diverse student body. Beginning in the Writing Program, our courses provide training in textual analysis, interpretive skills and writing proficiency, skills that are crucial to success in college and beyond — as well as to the exercise of democracy and global citizenship. Our sophomore literature courses survey both western traditions and the non-western literatures of Africa, Asia and Latin America. In required core classes and degree programs, our emphasis is always on writing as a creative and rhetorical act and on the analysis of texts in historical, critical, and cultural contexts.

In addition to the Department of English Writing Program and the surveys of literature in English required in the humanities core curriculum, the department undergraduate and graduate programs provide a selection of courses in American, British and world literature, as well as courses in gender studies, creative writing, rhetoric and ethnic studies. The department also offers nontraditional courses (numbered above 200) that vary from semester to semester.

Candidates for the B.A. in English concentrate in literature, creative writing, or writing and rhetoric. The undergraduate program features coursework in cultural criticism, literary analysis, the essay, rhetoric and professional writing. The rigorous study of literary and cultural texts — from the canon and from traditions historically excluded from academic study — is at the center of our work.

B.A. in English

B.A., English

[Program Code: 06930]

Graduation Requirements

Students must satisfy the Placement, Proficiency, Orientation and Core Curriculum criteria outlined in the Graduation Requirements section of this bulletin.

Core Curriculum Requirements for this major are summarized below:

Core Seminar	3 credits
Humanities	
English Composition	3 credits
English Literature	6 credits
Philosophy	6 credits
Foreign Language	6 credits

Social Sciences

History	6 credits
Social Sciences (ANT, ECO, POL, PSY, SOC)	6 credits

Science and Mathematics

Mathematics	3 - 4 credits
Sciences (BIO, CHM, PHY)	10 credits

Communication, Visual & Performing Arts

Speech	3 credits
Visual & Performing Arts (ART, DNC, MUS, THE)	3 credits

English Distribution Requirement

To satisfy this requirement, the student must complete two courses numbered 100 or above in one of the following subjects: Speech Language Pathology, Foreign Languages, Philosophy, Humanities, Economics, History, Political Science, Psychology, Sociology, Anthropology, Social Work. Note: This requirement may also be satisfied by completing a second major or a minor in any subject (whether on the above list or not).

Major Requirements

Literature Concentration Requirements

Must complete the following six courses:

ENG 128	Early British Literatures	3.00
ENG 129	Later British Literatures	3.00
ENG 158	Early Literatures of the United States	3.00
ENG 159	Literatures of the United States since 1865	3.00
ENG 169	Non-Western or Post-Colonial Literature	3.00
ENG 190	Senior Thesis in Literature	3.00

The student must complete an additional four English courses numbered above 100. One must be in creative writing (104, 164, 165, 166, 167, or 168). One must be in writing and rhetoric (126, 163, 168, 171, 172, 173, 174, or 175). The remaining two may be from any concentration. These courses should be chosen in consultation with the English department's undergraduate advisor.

Writing and Rhetoric Concentration Requirements

Must complete the following course:

ENG 192	Senior Thesis in Writing and Rhetoric	3.00
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Must complete five courses from the following.

Notes: (1) At least one of the five courses must be from ENG 171, 172; (2) ENG 163, ENG 168, 172, 173, ENG 174, and ENG 175 may be taken twice for credit by English majors concentrating in Writing & Rhetoric; and (3) ENG 126 and JOU 119 are the same course, so English majors should register for ENG 126.

ENG 126	News Writing	3.00
ENG 163	Explorations in Non-Fiction Writing	3.00
ENG 168	Creative Non-Fiction Workshop	3.00
ENG 171	Introduction to Classical Rhetoric	3.00
ENG 172	Topics in Contemporary Rhetoric	3.00
ENG 173	Writing in the Community	3.00
ENG 174	Teaching Writing	3.00
ENG 175	Writing for the Professions	3.00
JOU 119	News Writing	3.00

Must complete one creative writing course from 104, 164, 165, 166, 167, or 168.

No one course can satisfy two different requirements.

Must complete two courses from the following.

ENG 128	Early British Literatures	3.00
ENG 129	Later British Literatures	3.00
ENG 158	Early Literatures of the United States	3.00
ENG 159	Literatures of the United States since 1865	3.00
ENG 169	Non-Western or Post-Colonial Literature	3.00

The student must complete one additional literature course. Any course from the following may be used to satisfy this requirement.

ENG 119	Masterpieces of World Literature	3.00
ENG 128	Early British Literatures	3.00
ENG 129	Later British Literatures	3.00
ENG 137	Shakespeare	3.00
ENG 140	Major Authors	3.00
ENG 150	Studies in Ethnic Literature	3.00

ENG 158	Early Literatures of the United States	3.00
ENG 159	Literatures of the United States since 1865	3.00
ENG 169	Non-Western or Post-Colonial Literature	3.00
ENG 170	Literary Periods and Movements	3.00
ENG 180	Genre Studies	3.00

Any ENG course above 200 may also be used in the above section. Of the above, only 140, 150, 170, and 180 may be taken twice for credit.

Creative Writing Concentration Requirements

Must complete the following two courses.

ENG 164	Explorations in Creative Writing	3.00
ENG 191	Senior Thesis in Creative Writing	3.00

Must complete four courses from the following.

Note: Each of these courses (except 104) may be taken twice for credit by English majors concentrating in Creative Writing.

ENG 104	Introduction to Creative Writing	3.00
ENG 165	Poetry Workshop	3.00
ENG 166	Fiction Workshop	3.00
ENG 167	Playwriting Workshop	3.00
ENG 168	Creative Non-Fiction Workshop	3.00

The student must complete one course in writing and rhetoric from 126, 163, 168, 171, 172, 173, 174, or 175.

Must complete three literature courses as follows:

Literature Requirement 1

The student must complete at least one course from the following.

ENG 129	Later British Literatures	3.00
ENG 159	Literatures of the United States since 1865	3.00

Literature Requirement 2

The student's remaining credits in literature may be satisfied by any of the following courses. Note: The total number of credits required from the following will depend on how the student satisfied Literature Requirement 1 above.

ENG 119	Masterpieces of World Literature	3.00
ENG 128	Early British Literatures	3.00
ENG 129	Later British Literatures	3.00
ENG 137	Shakespeare	3.00
ENG 140	Major Authors	3.00

ENG 150	Studies in Ethnic Literature	3.00
ENG 158	Early Literatures of the United States	3.00
ENG 159	Literatures of the United States since 1865	3.00
ENG 169	Non-Western or Post-Colonial Literature	3.00
ENG 170	Literary Periods and Movements	3.00
ENG 180	Genre Studies	3.00

Any ENG course above 200 may also be used in the Literature Requirement 2 section above. Of the above, only 140, 150, 170, and 180 may be taken twice for credit.

Credit and GPA Requirements

- Minimum Total Credits: 128
- Minimum Liberal Arts and Sciences Credits: 96
- Minimum Major Credits: 36
- Minimum Credits in Courses > 100 Level: 48
- Ancillary Requirement: see above
- Distribution Requirement: see above

- Minimum Major GPA: 2.0
- Minimum Overall GPA: 2.0

MINORS

Minor in English

Students may minor in English by completing any four ENG courses numbered above 100 for a total of 12 credits.

Credit and GPA Requirements

- Minimum Total Credits: 12
- Minimum Minor GPA: 2.0

English Department Courses

ENG 13 English Composition

English 13 concentrates on improving the student's ability to read carefully and critically and to write basic narrative and expository prose that adheres to the conventions of standard edited English.

Students read and write about a variety of essays, stories and poems, as well as one longer text.

Students learn what it means to read and write in an academic context. Editing skills - including the language of basic grammar, syntax, usage, and punctuation - are introduced. This course has an additional fee. Six classroom hours per week. Letter grades and U. Prerequisite: Placement.

Credits: 3

Every Semester

ENG 13X English Composition for Nonnative Speakers

English 13X is a course parallel to English 13 for nonnative speakers who need additional work in English as a Second Language. Like English 13, English 13X meets six hours per week. Letter grades and U. This course has an additional fee. Prerequisite: Placement.

Credits: 3

Every Semester

ENG 14 English Composition

In English 14, students develop their reading, writing and formal rhetorical skills. Not only do students learn to read and write about a variety of texts, they also learn to compose rhetorically sophisticated essays that take into account purpose, context, and audience. Students learn strategies for creating effective written arguments. This course has an additional fee. Six classroom hours per week. Letter grades and U.

To register for ENG 14 one of the following requirements must be satisfied:ENG 13 or placement exam;or score of 450 or higher in the Verbal/Reading SAT exam;or score of 450 or higher in Writing SAT exam;or score of 23 or higher on the ACT Assessment.

Credits: 3

Every Semester

ENG 14X English Composition for Nonnative Speakers

English 14X is a course parallel to English 14 for nonnative speakers who need additional work in English as a Second Language. Like English 14, English 14X meets six hours per week. Letter grades and U. This course has an additional fee.

The pre-requisite of ENG 13X or the placement exam is required.

Credits: 3

Every Semester

ENG 16 English Composition

English 16 seeks to initiate a dialogue among students that leads them to write with more than their own "personal" position in mind: the readings

and classroom discussions give the sense that they are entering an ongoing conversation of consequence. To this end, students in English 16 are required to integrate the thoughts and words of other writers into their own essays. Both in relation to their own experience and to a text or set of texts, student writers in English 16 learn how to articulate and develop a sophisticated argument within a specific rhetorical situation. Three classroom hours per week. Part of Core requirement.

To register for ENG 16 one of the following requirements must be satisfied:ENG 14 or placement exam;or score of 550 or higher in the Verbal/Reading SAT exam;or score 550 higher in Writing SAT exam;or score of 25 or higher on the ACT Assessment.

Credits: 3

Every Semester

ENG 16X English Composition for Nonnative Speakers

English 16X is a course parallel to English 16 for nonnative speakers who needs additional work in English as a Second Language. Three hours per week. Letter grades and U. This course has an additional fee.

The pre-requisite of ENG 14X or the placement exam is required.

Credits: 3

Every Semester

ENG 61 European Literatures I

An examination of significant works of literature from Ancient Greece and Rome and Medieval and Renaissance Italy, France, Germany and England. Intensive readings from epics, sacred books, poems, plays and tales - arranged chronologically or thematically. All texts read in English.

Pre-requisite of ENG 16 is required.

Credits: 3

Every Semester

ENG 62 European Literatures II

An examination of significant works of European literature, from the 18th Century to the present. Intensive readings from a wide representation of texts - novels, poems, plays and essays - arranged chronologically or thematically. All texts read in English.

Pre-requisite of ENG 16 is required.

Credits: 3

Every Semester

ENG 63 American Literatures

A survey of the literatures and traditions of the United States from Colonial times to the present, with attention paid to the larger context of literary traditions across all the Americas - North America, the Caribbean, Latin America. Arranged chronologically or thematically. All texts read in English.

Pre-requisite of ENG 16 is required.

Credits: 3

Every Semester

ENG 64 Non-Western Literatures

Drawing primarily from the literatures of Africa and Asia, each section focuses on at least two geographical areas, such as Western Africa, China, India, Japan, Southeast Asia or the Pacific Islands. Broad sweeps of time may be covered or specific periods of high cultural achievements such as the Tang Dynasty, Medieval Japan or West Africa before the European invasion may be highlighted. Topics for individual sections will appear in the Schedule of Classes. All texts read in English.

Pre-requisite of ENG 16 is required.

Credits: 3

Every Semester

ENG 102 History of Literary Theory

Readings survey the history of literary theory from Plato to the present. A wide variety of critical approaches are discussed, including Classicism, Neo-Classicism, Romanticism, Marxism, New Criticism, Structuralism, Psychoanalytic Criticism, Feminism, Queer Theory, Post-Structuralism, Ethnic Studies, New Historicism, and Cultural Studies. Subjects differ from semester to semester. May be taken twice for credit.

Of the following pre-requisites two courses are required: ENG 61, ENG 62, ENG 63 and or ENG 64; or HEG 21 and 22.

Credits: 3

On Occasion

ENG 104 Introduction to Creative Writing

An introductory creative writing workshop. Students begin to learn and experiment with the art of writing in various genres, such as poetry, fiction and play-writing. Although readings are included, emphasis is on class discussion of student manuscripts and individual conferences with the instructor.

The pre-requisite of ENG 16 is required.

Credits: 3

Every Spring

ENG 119 Masterpieces of World Literature

Intensive reading and study of selected masterpieces of world literature. Texts and course focus will change from semester to semester. Possible texts include The Iliad, The Dream of the Red Chamber, The Divine Comedy, and Sundiata. Authors studied range from Sophocles and Dante to Moliere, Goethe, and Morrison.

Of the following pre-requisites two courses are required: ENG 61, ENG 62, ENG 63 and or ENG 64; or HEG 21 and 22.

Credits: 3

On Occasion

ENG 126 News Writing

Introduction to writing news stories, which are studied for their organization, form, style and effectiveness as expression and communication. Students learn to apply Associated Press style and write leads. In newsroom laboratory sessions, students apply professional standards to frequent assignments. (English majors should register for this

course as ENG 126 rather than JOU 119).

Pre-requisite of ENG 16 or MA 150 is required.

Credits: 3

Cross-Listings: ENG 126, JOU 119

Every Semester

ENG 128 Early British Literatures

An exploration of significant texts and topics in British literature from its beginnings to 1800. The course focuses on a period of at least two hundred years and includes texts by Chaucer and Shakespeare. Themes vary from semester to semester and may include topics such as the Monstrous and the Fantastic, Sexuality and Gender in Premodern Literature, or Heroic Identities before 1800.

Of the following pre-requisites two courses are required: ENG 61, ENG 62, ENG 63 and or ENG 64; or HEG 21 and 22.

Credits: 3

Every Fall

ENG 129 Later British Literatures

An exploration of significant texts and topics in British literature between 1800 and the present. Themes vary from semester to semester and may include topics such as the Age of Revolution, Writing Empire, or (Re)Writing Religion in Modern British Literature.

Of the following pre-requisites two courses are required: ENG 61, ENG 62, ENG 63 and or ENG 64; or HEG 21 and 22.

Credits: 3

Every Spring

ENG 137 Shakespeare

The greatness of Shakespeare explored through the intensive study of selected plays and poems.

Of the following pre-requisites two courses are required: ENG 61, ENG 62, ENG 63 and or ENG 64; or HEG 21 and 22.

Credits: 3

On Occasion

ENG 140 Major Authors

A concentrated study of one or two authors or a writer and a major school - American or British. Subjects might include Chaucer, Jonson, Donne, Wordsworth, Coleridge, Austen, Woolf and the Bloomsbury Circle, Faulkner, Hemingway, Wright and the Chicago School, or Morrison. May be taken twice for credit.

Of the following pre-requisites two courses are required: ENG 61, ENG 62, ENG 63 and or ENG 64; or HEG 21 and 22.

Credits: 3

On Occasion

ENG 150 Studies in Ethnic Literature

An intensive examination of particular ethnic traditions in literature. Subjects differ from semester to semester and may include African-American literature, Asian-American literature, Jewish literature, Russian literature, or Latino/a literature. May be taken twice for credit.

Of the following pre-requisites two courses are required: ENG 61, ENG 62, ENG 63 and or ENG 64; or HEG 21 and 22.

Credits: 3

On Occasion

ENG 158 Early Literatures of the United States

An introduction to texts and themes in pre-Civil War American literature. Themes vary from semester to semester. Areas of exploration may include: Examining the Frontier, Slavery and Freedom, American Myths and U.S. Realities.

Of the following pre-requisites two courses are required: ENG 61, ENG 62, ENG 63 and or ENG 64; or HEG 21 and 22.

Credits: 3

Every Fall

ENG 159 Literatures of the United States Since 1865

In this course, texts and themes are drawn from American literature from the Civil War to the present. Themes vary from semester to semester and may include: Country and City, Representing the Nation, Literature of a Multicultural United States.

Of the following pre-requisites two courses are required: ENG 61, ENG 62, ENG 63 and or ENG 64; or HEG 21 and 22.

Credits: 3

Every Spring

ENG 160 Gender and Language

An examination of the relationship of gender and sexuality to studies of reading, writing, language use, and language acquisition. Subjects differ from semester to semester. Topics may include language and gender, gender and reading, contemporary masculinities, images of women in literature, lesbian and gay voices, queer theory, and writing about lesbian and gay issues. May be taken twice for credit.

Of the following pre-requisites two courses are required: ENG 61, ENG 62, ENG 63 and or ENG 64; or HEG 21 and 22.

Credits: 3

On Occasion

ENG 163 Explorations in Nonfiction Writing

A nonfiction workshop in which students explore topics that include the essay, experimental nonfiction, zine writing, and digital storytelling. Emphasis on discussion of student manuscripts and individual conferences with instructor. May be taken twice for credit.

Of the following pre-requisites two courses are required: ENG 61, ENG 62, ENG 63 and or ENG 64; or HEG 21 and 22.

Credits: 3

Annually

ENG 164 Explorations in Creative Writing

A creative writing workshop in which students explore topics in writing including spoken word poetry, experimental fiction, poet's theater, short

story writing, and dramatic storytelling. Emphasis on discussion of student manuscripts and presentations and individual conferences with instructor. May be taken twice for credit.

Of the following pre-requisites two courses are required: ENG 61, ENG 62, ENG 63 and or ENG 64; or HEG 21 and 22.

Credits: 3

Annually

ENG 165 Poetry Workshop

An intensive workshop devoted to writing poetry. Students will also read selected poetry from published writers. Class time will be spent critiquing each other's writing and discussing traditional and experimental forms and approaches. May be taken twice for credit only by English majors concentrating in Creative Writing.

The pre-requisites required are two courses from the following: ENG 61, ENG 62, ENG 63 and or ENG 64; or HEG 21 and 22.

Credits: 3

Every Fall

ENG 166 Fiction Workshop

An intensive workshop devoted to writing fiction. Students will also read selected fiction by published writers. Class time will be spent critiquing each other's writing and discussing traditional and experimental forms and approaches. May be taken twice for credit only by English majors concentrating in Creative Writing.

Of the following pre-requisites two courses are required: ENG 61, ENG 62, ENG 63 and or ENG 64; or HEG 21 and 22.

Credits: 3

Every Spring

ENG 167 Playwriting Workshop

An intensive workshop devoted to writing plays. Students will also read selected plays from published playwrights. Class time will be spent critiquing each other's writing and discussing traditional and experimental forms and approaches. May be taken twice for credit by English majors concentrating in Creative Writing.

The pre-requisites required are two courses from the following: ENG 61, ENG 62, ENG 63 and or ENG 64; or HEG 21 and 22.

Credits: 3

On Occasion

ENG 168 Creative Non-Fiction Workshop

An intensive workshop devoted to writing literary essays. Students will also be required to read selected essays by published authors. Class time will be spent critiquing each other's writing and discussing experimental forms and approaches. May be taken twice for credit by English majors concentrating in Creative Writing or English majors concentrating in Writing & Rhetoric.

The pre-requisites required are two courses from the following: ENG 61, ENG 62, ENG 63 and or ENG 64; or HEG 21 and 22.

Credits: 3

Annually

ENG 169 Non-Western or Post-Colonial Literature

This course focuses on works, in English and in translation, emerging from non-Western cultures, including the cultures of Asia, Africa and South America. Courses in this category span a geographical region and a period of time adequate to address the historical context of the literature. Themes vary from semester to semester and may include topics such as: Voices of the African Diaspora, Buddhism in Asian Literatures, or Postcolonial Literature and the Atlantic World. *Of the following pre-requisites two courses are required: ENG 61, ENG 62, ENG 63 and or ENG 64; or HEG 21 and 22.*

Credits: 3

Annually

ENG 170 Literary Periods and Movements

A concentrated study of a particular period or movement in literary history. The focus may be on a specific national literature (American or British) or on the theoretical underpinnings of a movement. Topics vary from semester to semester and may include Colonial Encounters, Romanticism, the Victorians, Realism and Naturalism, Modernism, or Post-Modernism. May be taken twice for credit.

Of the following pre-requisites two courses are required: ENG 61, ENG 62, ENG 63 and or ENG 64; or HEG 21 and 22.

Credits: 3

On Occasion

ENG 171 Introduction to Classical Rhetoric

An introduction to the systematic study of persuasion through the key figures, texts, and concepts in the classical rhetoric traditions. Course activities emphasize applying classical rhetoric concepts to understand the persuasive strategies underlying argumentation involving contemporary issues.

Of the following pre-requisites two courses are required: ENG 61, ENG 62, ENG 63 and or ENG 64; or HEG 21 and 22.

Credits: 3

Every Fall

ENG 172 Topics in Contemporary Rhetoric

An exploration of the roles of verbal, visual, and multi-modal discourses in constituting contemporary society and culture. Course activities emphasize applying perspectives of contemporary rhetoric to analyze discourse in such fields as the mass media, advertising, politics, law, religion, art, literature, film, health, science, and technology. May be taken twice for credit by English majors concentrating in Writing and Rhetoric.

Of the following pre-requisites two courses are required: ENG 61, ENG 62, ENG 63 and or ENG 64; or HEG 21 and 22.

Credits: 3

Every Spring

ENG 173 Writing in the Community

A writing workshop in which students study the rhetoric and writing of community-based and other advocacy organizations. Topics vary from semester to semester and may include rhetorical analysis of community-based texts and strategies for the production of a range of writing, such as oral histories, grant proposals and pamphlets. May be taken twice for credit by English majors concentrating in Writing and Rhetoric.

Of the following pre-requisites two courses are required: ENG 61, ENG 62, ENG 63 and or ENG 64; or HEG 21 and 22.

Credits: 3

Annually

ENG 174 Teaching Writing

A seminar in which students survey the history, theories and practices of teaching writing at the high school and college levels. Topics vary from semester to semester and may include the history of writing instruction, composition theories and pedagogies, literacy theories and research, one-to-one conferencing, developing and designing curricula and assignments, and responding to student writing. May be taken twice for credit by English majors concentrating in Writing and Rhetoric.

Of the following pre-requisites two courses are required: ENG 61, ENG 62, ENG 63 and or ENG 64; or HEG 21 and 22.

Credits: 3

On Occasion

ENG 175 Writing for the Professions

A writing workshop in which students study rhetorical strategies for professional and technical writing. Topics vary from semester to semester and may include writing grant proposals, reports, news releases, editorials, brochures, technical manuals, Web sites and a range of public documents. May be taken twice by English majors concentrating in Writing and Rhetoric.

Of the following pre-requisites two courses are required: ENG 61, ENG 62, ENG 63 and or ENG 64; or HEG 21 and 22.

Credits: 3

Annually

ENG 180 Genre Studies

A study of a particular genre, offering examples from a wide range of literary history. Topics vary from semester to semester and may include autobiography, the graphic novel, or the making of modern poetry. May be taken twice for credit.

Of the following pre-requisites two courses are required: ENG 61, ENG 62, ENG 63 and or ENG 64; or HEG 21 and 22.

Credits: 3

On Occasion

ENG 184 Modern Drama

A study of selected nineteenth- and twentieth-century playwrights, focusing on their investigation

of contemporary issues and problems.

Of the following pre-requisites two courses are required: ENG 61, ENG 62, ENG 63 and or ENG 64; or HEG 21 and 22.

Credits: 3

On Occasion

ENG 187 The Bible as Literature

The study of the Bible (in the King James version) as a work of literature, both for its expressiveness in language and images and its relation to literary forms, including lyric poetry, drama or debate, and narrative. Those features of the Bible that are universal or archetypal in terms of its symbols or imaginative content are discussed, as is the world view implied in the Bible, which is compared with the world views of other civilizations.

Of the following pre-requisites two courses are required: ENG 61, ENG 62, ENG 63 and or ENG 64; or HEG 21 and 22.

Credits: 3

On Occasion

ENG 190 Senior Thesis in Literature

In the fall or spring of their senior year, English majors concentrating in Literature pursue, with the guidance of a faculty member, independent research projects in literary history or analysis, resulting in an extended essay. Prerequisites: 12 credits in upper division courses in the Literature concentration; permission of Department Chair. Offered as a tutorial.

Of the following pre-requisites two courses are required: ENG 61, ENG 62, ENG 63 and or ENG 64; or HEG 21 and 22. Permission from the Departmental Chair is also required.

Credits: 3

On Demand

ENG 191 Senior Thesis in Creative Writing

In the spring of their senior year, English majors concentrating in Creative Writing pursue independent writing projects, under the guidance of a faculty member, resulting in a manuscript of poems, fiction, plays, or essays. Prerequisites: 12 credits in upper division courses in the Creative Writing concentration; permission of Department Chair.

Of the following pre-requisites two courses are required: ENG 61, ENG 62, ENG 63 and or ENG 64; or HEG 21 and 22. Permission from the Departmental Chair is also required.

Credits: 3

Every Spring

ENG 192 Senior Thesis in Writing and Rhetoric

In the fall or spring of their senior year, English majors concentrating in Writing and Rhetoric apply the rhetorical knowledge and skills they have mastered in their other courses to an independent research project. Working under the guidance of a faculty member, each student produces one of the following: a substantial research-based paper in rhetoric and composition studies; a research-based document for a civic or professional community; a

rhetorical analysis of verbal and/or visual texts; or a nonfiction essay with a reflective coda. May include a relevant internship. Prerequisites: 12 credits in upper division courses in the Writing and Rhetoric concentration; permission of Department Chair. Offered as a tutorial.

Of the following pre-requisites only two courses are required: ENG 61, ENG 62, ENG 63 and or ENG 64; or HEG 21 and 22. Permission from the Departmental Chair is also required.

Credits: 3

On Demand

ENG 195 Honors Study

Honors Study is designed to give outstanding students an opportunity to do independent work in their major under the guidance of a member of the faculty. To be eligible, students must have upper-junior or senior status, a cumulative GPA of 3.00, a GPA of 3.25 in their major subject, the permission of the Chair of the Department, and the permission of the Dean. A total of six credits of Honors Study is the maximum allowed. The student may take only three credits of Honors Study in a single semester.

Of the following pre-requisites only two courses are required: ENG 61, ENG 62, ENG 63 and or ENG 64; or HEG 21 and 22. Permission from the Departmental Chair and the Dean is also required.

Credits: 3

On Demand

ENG 196 Honors Study

Honors Study is designed to give outstanding students an opportunity to do independent work in their major under the guidance of a member of the faculty. To be eligible, students must have upper-junior or senior status, a cumulative GPA of 3.00, a GPA of 3.25 in their major subject, the permission of the Chair of the Department, and the permission of the Dean. A total of six credits of Honors Study is the maximum allowed. The student may take only three credits of Honors Study in a single semester.

Of the following pre-requisites only two courses are required: ENG 61, ENG 62, ENG 63 and or ENG 64; or HEG 21 and 22. Permission from the Departmental Chair and the Dean is also required.

Credits: 3

On Demand

ENG 197 Independent Study

Independent studies in areas of specialized interest are available. The student may take only three credits of Independent Study in a single semester. Additional pre-requisite: Permission of Department Chair and permission of the Dean.

Of the following pre-requisites only two courses are required: ENG 61, ENG 62, ENG 63 and or ENG 64; or HEG 21 and 22. Permission from the Departmental Chair and the Dean is also required.

Credits: 1 to 4

On Demand

ENG 198 Independent Study

Independent studies in areas of specialized interest are available. The student may take only three credits of Independent Study in a single semester. Additional pre-requisite: Permission of Department Chair and permission of the Dean.

Of the following pre-requisites only two courses are required: ENG 61, ENG 62, ENG 63 and or ENG 64; or HEG 21 and 22. Permission from the Departmental Chair and the Dean is also required.

Credits: 1 to 4

On Demand

ENG 203 Starting From Paumanok

This one-credit course is coordinated to take advantage of the annual lecture on American literature and culture, "Starting from Paumanok." Named after Walt Whitman's great poem, which invokes the Native American name for Long Island, the Paumanok lecture acknowledges Long Island University's geographic and cultural connection with one of Brooklyn's foremost literary figures. Since this annual event was inaugurated by the English Department in 1983, it has featured such scholars and writers as Ed Bullins, Ann Douglas, Vivian Gornick, Alfred Kazin, Ha Jin, Elizabeth Hardwick, Irving Howe, Nellie McKay, Walter Mosley, Lynn Nottage, Edward Said, Colson Whitehead, and Alison Bechdel. Students taking the course will read works by the visiting lecturer, attend the lecture, and complete a short writing assignment.

Credits: 1

Cross-Listings: ENG 203, HUM 203

Annually

ENG 207 Existence in Black: Black Existentialism in American Literature and Philosophy

Black existentialism is a modern American intellectual tradition that is perhaps best summed up in a single question posed by philosopher Lewis Gordon: What is to be done in a world of nearly a universal sense of superiority to, if not universal hatred of, black folk? Born from the soil of the actual historical experience of blacks, black existentialism stands at the intersection of three distinct philosophical and literary forces: first, the European tradition of existentialism that culminates in the works of Jean Paul Sartre and Simone de Beauvoir; secondly, the work of Afro-Caribbean psychiatrist Frantz Fanon, who first documented the historical constitution of black defiance to black devaluation as a madness or social deviance; finally and importantly black American social thought as represented in the poems, plays, essays and narratives of Frederick Douglass, Alain Locke, W. E. B. DuBois, James Baldwin, Richard Wright, Ralph Ellison, James Weldon Johnson, Ann Petry, Gwendolyn Brooks, Malcolm X and other prominent black writers. A new generation of black American authors has recently stepped forth to synthesize these forces explicitly into a coherent and exciting philosophy of human

existence, addressed to thoughtful people everywhere. In this course a professor of literature and a professor of philosophy will collaborate in guiding students on an adventure of reflection, a study of the existential dilemmas that have always confronted black thinkers and writers simply in virtue of their being black. The object is to gain rich insight into a major concern of both modern literature and modern philosophy: the walls that isolate and separate men and women from one another and alienate them even from themselves. *The pre-requisites of ENG 16 and PHI 61 or PHI 62 or HHP 21 or HHP 22 are required; or permission of the Instructor.*

Credits: 3

Cross-Listings: HUM 180, PHI 180

On Occasion

DEPARTMENT OF FOREIGN LANGUAGE AND LITERATURE

Professor: Racz (Chair)
 Professors Emeriti: Bloch, Brenner
 Assistant Professor: Maccotta
 Adjunct Faculty: 7

Proficiency in a foreign language or languages places at a student's disposal far more than a coveted job skill that will greatly enhance his/her value in the workplace. In our increasingly multilingual world, the ability to communicate with people from other cultures and from many walks of life infinitely enriches individual experience and holds out the promise of bridging differences that now needlessly divide us. The ability to understand, speak, read and write an acquired language broadens horizons, raises cultural awareness, fosters intellectual inquiry and heightens our capacity to act effectively, ethically and compatibly in everyday global affairs.

The Department of Foreign Languages and Literature offers two-semester sequences of introductory language study in Spanish, French, and Italian. Students are provided with the tools they need to develop the requisite communicational skills in speaking, listening comprehension, reading and writing while acquiring a sound working knowledge of grammar. Diverse written and aural/oral textbook and workbook assignments are chosen specifically to meet these goals. Students are additionally exposed to the culture and history of the various countries in which the languages are spoken. Onsite language-laboratory facilities and an online component complement and reinforce weekly classroom sessions, helping students perfect their pronunciation and increase their proficiency. Intermediate and upper-level courses run with sufficient enrollment.

Six credits in a foreign language are required of most entering Richard L. Conolly College students as part of the core curriculum. This requirement is satisfied by completing six credits in French, Italian or Spanish 11, 12 or the equivalent. The six credits must be in one language. Students may not take French, Italian or Spanish 12 without successful completion of French, Italian or Spanish 11 or the permission of the chair. Students with knowledge of a foreign language may be exempted. Students so exempted need not take a foreign language as part of the core requirement, but receive no credit. Exemption examinations are given by the Testing Center. For complete information concerning placement/exemption, contact the Department.

B.A. in Modern Languages

Students who wish to earn the **B.A. in Modern Languages** may do so with a concentration in Spanish or in French. A minimum of 24 credit hours in Foreign Languages and Literature courses numbered over 100 is required for the major. Students also may minor in French or Spanish by completing four courses at the 100 level or above in one language.

Majors and minors are encouraged to develop specific career objectives while pursuing undergraduate studies. Departmental advisors will assist students in exploring career possibilities and devising a personalized plan of study that will best prepare them for their career goals.

Students who graduate with a B.A. in Modern Languages (Spanish concentration) may pursue a wide variety of careers with full knowledge of the advantages bilingualism confers. Those who opt to enter the workforce instead of pursuing an advanced degree in languages and literature will find that their proficiency in a second language provides them with a clear edge over their monolingual competitors for jobs in all fields, including education, business, law, medicine, government, law enforcement, performance and the arts. Functional bilingualism is an asset esteemed by all employers, and the ability to speak, read and write competently in a second language will prove to be an ever-greater asset to job seekers in the 21st century.

B.A., Modern Languages

[Program Code: 06918]

Graduation Requirements

Students must satisfy the Placement, Proficiency, Orientation and Core Curriculum criteria outlined in the Graduation Requirements section of this bulletin.

Core Curriculum requirements for this major are summarized below:

Core Seminar	3 credits
Humanities	
English Composition	3 credits
English Literature	6 credits
Philosophy	6 credits
Foreign Language	6 credits
Social Sciences	
History	6 credits
Social Sciences (ANT, ECO, POL, PSY, SOC)	6 credits
Science and Mathematics	
Mathematics	3 - 4 credits
Sciences (BIO, CHM, PHY)	10 credits
Communication, Visual & Performing Arts	
Speech	3 credits
Visual & Performing Arts (ART, DNC, MUS, THE)	3 credits

Major Requirements

Concentration in Spanish or in French Requirements.

- A minimum of 24 credit hours in Foreign Languages and Literature courses numbered over 100 is required for the major.
- The prerequisite for all advanced courses in French and Spanish is Language 31 or 32, or 50 or 51, or permission of the department.
- Students may also minor in French, or Spanish by completing four courses at the 100 level or above in one language.

Credit and GPA Requirements

Minimum Total Credits: 128

Minimum Liberal Arts and Sciences Credits: 96

Minimum Major Credits: 24

Minimum Credits in Courses > 100 Level: 48

Ancillary Requirement: see above

Distribution Requirement: see above

Minimum Major GPA: 2.0

Minimum Overall GPA: 2.0

MINORS

Minor in Modern Languages

A minor in French or Spanish consists of 12 credits at or above the 100 level, chosen in consultation with the department chair.

Credit and GPA Requirements

Minimum Total Credits: 12

Minimum Minor GPA: 2.0

French Courses

FRE 11 Introductory French I

Introductory speaking, reading and understanding French with emphasis on contemporary culture.

Credits: 3

Every Fall and Spring

FRE 12 Introductory French II

Introductory speaking, reading and understanding French with emphasis on contemporary culture.

Pre-requisite of FRE 11 is required.

Credits: 3

Every Fall and Spring

FRE 31 Intermediate French

Continued emphasis on speaking, reading, writing and understanding French through modern readings.

Pre-requisite of FRE 12 is required.

Credits: 3

On Demand

FRE 32 Intermediate French

Continued emphasis on speaking, reading, writing and understanding French through modern readings. Prerequisite: French 12 or permission of the Department.

Credits: 3

On Demand

FRE 101 Introduction to French Literature

This course serves as a transition from reading for content on the intermediate level to the critical reading ability required for more advanced courses in French Literature. Introduction to problems of genre, style and aesthetics. Conducted in French.

Credits: 3

On Demand

FRE 102 Introduction to French Literature

This course serves as a transition from reading for content on the intermediate level to the critical reading ability required for more advanced courses in French Literature. Introduction to problems of genre, style and aesthetics. Conducted in French.

Credits: 3

On Demand

FRE 105 History of Contemporary French Civilization

A study of contemporary French civilization with emphasis on patterns of French life and culture viewed against a changing social and intellectual background.

Credits: 3

On Demand

FRE 190 Special Seminar

Intensive study of an author, period, movement, genre and/or topic in French and Francophone literatures and cultures. Conducted in French.

Credits: 3

On Demand

FRE 195 Honors Study

Independent work for superior students in French. Offered under the guidance of a Faculty Member.

Permission of the Department and Dean required.

Credits: 3

On Demand

FRE 196 Honors Study

Independent work for superior students in French. Offered under the guidance of a Faculty Member.

Permission of the Department and Dean required.

Credits: 3

On Demand

FRE 197 Independent Study

Independent work for students in French. Offered under the guidance of a Faculty Member.

Permission of the Department and Dean required.

Credits: 3

On Demand

FRE 198 Independent Study

Independent work for students in French. Offered under the guidance of a Faculty Member.

Permission of the Department and Dean required.

Credits: 3

On Demand

Italian Courses

ITL 11 Introductory Italian I

Introductory speaking, reading and understanding Italian with emphasis on contemporary culture.

Credits: 3

Every Fall

ITL 12 Introductory Italian II

Introductory speaking, reading and understanding Italian with emphasis on contemporary culture.

Pre-requisite of ITL 11 is required.

Credits: 3

Every Spring

ITL 31 Intermediate Italian I

Continued emphasis on speaking, reading and understanding Italian through modern readings.

Pre-requisite of ITL 12 is required.

Credits: 3

On Demand

ITL 32 Intermediate Italian II

Continued emphasis on speaking, reading and understanding Italian through modern readings.

Prerequisite: Italian 31 or the equivalent.

Credits: 3

On Demand

ITL 197 Independent Study

Independent work for students of Italian offered under the guidance of a Faculty Member.

Department permission required.

Credits: 3

On Demand

ITL 198 Independent Study

Independent work for students in Italian offered under the guidance of a Faculty Member.

Department permission required.

Credits: 3

On Demand

Spanish Courses

SPA 11 Introductory Spanish I

Introductory speaking, reading, writing and understanding Spanish.

Credits: 3

Every Fall, Spring and Summer

SPA 12 Introductory Spanish II

Introductory speaking, reading, writing and understanding Spanish. Pre-requisite: SPA 11, HLS 21 or its equivalent.

The pre-requisite of SPA 11 or HLS 21 is required.

Credits: 3

Every Fall, Spring and Summer

SPA 31 Intermediate Spanish

Continued emphasis on speaking, reading, writing and understanding Spanish. Prerequisite: Spanish 12.

Pre-requisite of SPA 12 is required.

Credits: 3

Every Fall

SPA 32 Intermediate Spanish

Continued emphasis on speaking, reading, writing and understanding Spanish. Prerequisite: Spanish 12 or permission of the Department.

Credits: 3

Every Spring

SPA 100 Spanish Conversation

Intensive practice in the spoken language based on contemporary Spanish and Latin American texts and current publications. Placement exam required or permission of the Department.

Credits: 3

On Demand

SPA 101 Readings in Spanish Literature

An introduction to literary movements and genres from the Medieval period to the present.

Conducted in Spanish.

Credits: 3

On Demand

SPA 103 Advanced Conversation and Composition

Intensive oral and written work to develop ease and style in writing and speaking Spanish.

Credits: 3

On Demand

SPA 105 The Hispanic World

A study of the ethnic, social, political and artistic development of the Spanish-speaking world.

Conducted in Spanish.

Credits: 3

On Demand

SPA 110 Spanish Golden Age Drama

A study of dramas from the Spanish Golden Age, including representative works by Cervantes, Lope de Vega, Calderón de la Barca, Tirso de Molina, Rojas Zorrilla, and their contemporaries.

Conducted in Spanish.

Credits: 3

On Demand

SPA 119 Modern Spanish Literature Since 1890

Readings, discussions and interpretations of contemporary selections from Spanish drama, poetry, short stories and novels, with emphasis on the generation of 1898 and twentieth-century texts. Conducted in Spanish.

Credits: 3

On Demand

SPA 133 Readings in Spanish-American Literature

Readings of representative works by Spanish-American authors from the Colonial period to the present. Conducted in Spanish.

Credits: 3

On Demand

SPA 137 Contemporary Puerto Rican Literature

Study of twentieth century fiction, poetry and theatre from 1930 to the present. Conducted in Spanish.

Credits: 3

Cross-Listings: SPA 137, SSC 233

On Demand

SPA 138 The Contemporary Latin American Novel

Reading and discussion of the contemporary novel. Conducted in Spanish.

Credits: 3

On Demand

SPA 139 Outstanding Women Writers of the Spanish-Speaking World

An examination of the works of women writers of the last 50 years in Spain and Spanish America. Poetry, short stories, novels and critical essays of representative writers. Conducted in Spanish.

Credits: 3

On Demand

SPA 140 Literature of Social Protest and Revolution

An examination of the works of writers of social conscience and revolution in Spanish America, beginning with 1910 and the Mexican Revolution and continuing to the present. Conducted in Spanish.

Credits: 3

On Demand

SPA 150 Advanced Spanish Grammar

A study of Spanish grammar with an emphasis on contemporary usage. Special attention will be given

questions of agreement, tense, mood, and aspect with an eye toward both proficiency and idiomaticity. Conducted in Spanish.

Credits: 3

On Demand

SPA 190 Special Seminar

Intensive study of an author, period, movement, genre and/or topic in Spanish-language literatures and cultures. Conducted in Spanish.

Credits: 3

On Demand

SPA 195 Honors Study

Independent work for students in Spanish under the guidance of a Faculty Member. Permission of the Chair of the Department and the Dean required.

Credits: 3

On Demand

SPA 196 Honors Study

Independent work under the guidance of a Faculty Member. Permission of the Chair of the Department and the Dean required.

Credits: 3

On Demand

SPA 197 Independent Study

Independent work for students in Spanish offered under the guidance of a Faculty member. Department permission required.

Credits: 3

On Demand

SPA 198 Independent Study

Independent work for students in Spanish offered under the guidance of a Faculty Member. Department permission required.

Credits: 3

On Demand

SPA 200 Spanish Translation I

Intensive practice of Spanish-English and English-Spanish translation, using a wide variety of prose texts. Study of the basic theoretical groundwork necessary for translation in general as well as Spanish-English and English-Spanish translation in particular. Prerequisite: Permission of the Department.

Credits: 3

On Demand

SPA 201 Spanish Translation II

Intensive practice of Spanish-English and English-Spanish translation, using complex prose passages from a variety of discourses. Advanced theoretical readings complement translation assignments. In addition, an original, independent translation project of some length is required. Prerequisite: Permission of the Department.

Credits: 3

On Demand

HUMANITIES

The Humanities Division offers an A.A. in Humanities and an interdisciplinary major leading to a B.A. in Humanities. This flexible B.A. program is intended to serve students who already are established in careers or whose professional goals and personal interests require an interdisciplinary course of study. Students are permitted into the program only with the approval of the coordinator of the division and, subsequently, must be closely counseled by a faculty member in English, Philosophy or Gender Studies in order to develop a coherent and well-integrated program.

A.A. in Humanities

A.A., Humanities

[Program Code: 06965]

Graduation Requirements

Students must satisfy the Placement, Proficiency, Orientation and Core Curriculum criteria outlined in the Graduation Requirements section of this bulletin.

Core Curriculum requirements for this major are summarized below:

Core Seminar 3 credits

Humanities

English Composition 3 credits

English Literature 6 credits

Philosophy 6 credits

Foreign Language 6 credits

Social Sciences

History 6 credits

Social Sciences 6 credits

(ANT, ECO, POL, PSY, SOC)

Science and Mathematics

Mathematics 3 - 4 credits

Sciences 10 credits

(BIO, CHM, PHY)

Communication, Visual & Performing Arts

Speech 3 credits

Visual & Performing Arts 3 credits

(ART, DNC, MUS, THE)

Major Requirements

Electives

To be determined by proficiency requirements.

Credit and GPA Requirements

Minimum Total Credits: 64

Minimum Overall GPA: 2.0

B.A. in Humanities

B.A., Humanities

[Program Code: 78841]

Graduation Requirements

Students must satisfy the Placement, Proficiency,

Orientation and Core Curriculum criteria outlined in the Graduation Requirements section of this bulletin.

Core Curriculum requirements for this major are summarized below:

Core Seminar 3 credits

Humanities

English Composition 3 credits

English Literature 6 credits

Philosophy 6 credits

Foreign Language 6 credits

Social Sciences

History 6 credits

Social Sciences 6 credits

(ANT, ECO, POL, PSY, SOC)

Science and Mathematics

Mathematics 3 - 4 credits

Sciences 10 credits

(BIO, CHM, PHY)

Communication, Visual & Performing Arts

Speech 3 credits

Visual & Performing Arts 3 credits

(ART, DNC, MUS, THE)

Major Requirements

Prior to taking 100 level courses as listed below, students must complete English literature, foreign language and philosophy core requirements.

In consultation with the Humanities Division advisor, students must take twelve (12) to fifteen (15) credits from one of the following areas:

- Africana Studies Concentration - Africana Studies courses 100-level or higher
- English Concentration - English courses 100-level or higher
- Foreign Language Concentration - Foreign language courses 100-level or higher in one language
- Gender Studies Concentration - Gender Studies courses 100-level or higher
- Philosophy Concentration - Philosophy courses 100-level or higher

In consultation with Humanities division advisor, students must take twelve (12) to fifteen (15) additional credits from the following. These credits must be taken in Humanities Division departments that are outside of the students' concentration area. Credits taken in the area of art, music, dance or theatre are acceptable.

- Africana Studies courses 100-level or higher
- English courses 100-level or higher
- Foreign Language courses 100-level or higher in one language
- Gender Studies courses 100-level or higher
- Philosophy courses 100-level or higher
- Art courses 100-level or higher
- Dance courses 100-level or higher
- Music courses 100-level or higher
- Theater courses 100-level or higher

Credit and GPA Requirements

Minimum Total Credits: 128

Minimum Liberal Arts and Sciences Credits: 96

Minimum Major Credits: 24-30

Minimum Credits in Courses > 100 Level: 48s

Minimum Major GPA: 2.0

Minimum Overall GPA: 2.0

MINORS

Minor in Africana Studies

Africana Studies is an interdisciplinary program that draws from the humanities, social sciences and sciences. It focuses on the contributions, world views and concerns facing the African Diaspora from past to present and provides a complementary take on many of the discourses established by traditional disciplines while it also defines and attempts to answer alternative intellectual queries from the perspective of various and varying groups of people of African descent. This 12-credit, minor-granting program has organized and launched several outreach programs with the assistance of campus and community resources: youth performances, conferences on Africana Philosophy and on Jazz and other African-based musical forms (Music of the Spirit), multicultural, multinational musical performances, films and discussion panels, fundraisers and mentorship presentations. Students interested in learning more about the Africana Studies program should contact the director of the program, Professor Carol Allen (718-488-1053, carol.allen@liu.edu).

Students interested in minoring in Africana Studies should consult with the director of the program

Required Courses - 6 credits

Introduction to Africana Studies

African Civilization

Students must take 6 additional credits from courses at the 100 level or above such as:

Early African History

African Archaeology

Contemporary African History, 1880-present

African American History

History of African American Women in the U.S.

Caribbean History (Special Topics)

The History of Slavery

The History of the Civil Rights Movement

Blacks and the Law

Black Political Thought

African Culture and Society

African Literature (Special Topics)

African Film

African American Lit.

African American Art

African Diaspora Dance (Special Topics)

African Diaspora Music (Special Topics)

Caribbean Lit. (Special Topics)

Caribbean Art

Black Popular Culture (Special Topics)

Credit and GPA Requirements

Minimum Total Credits: 12

Minimum Minor GPA: 2.0

Minor in Gender Studies

Students majoring in any discipline also may pursue an academic minor in gender studies. The Gender Studies minor provides students with an overview of the complex relationship between individual and community identity formation. It explores the constructions of self and the status of women and men in culture and society; the interrelatedness of gender with race, ethnicity, class, age, sexual orientation and the assumptions about gender biases and gender stereotypes.

Gender Studies provides a unique education to students – male and female – who wish to enhance their career prospects in the 21st century as would-be educators, artists, writers, leaders, innovators, egalitarian entrepreneurs and challengers of oppression in any given field.

Topics include:

- Biology of human reproduction
- Philosophies of gender construction
- Feminist theory
- Feminist perspectives on global human rights
- Gender and health
- Sex roles in the family and society
- Psychology of gender identity
- Queer theory
- Representations of women and men in literature and media
- Reproductive rights
- Ecofeminism
- Violence against women

The minor in Gender Studies is comprised of 12 credits:

6 credits of required coursework from:

HUM 101: Introduction to Gender Studies

HUM 102: Theories of Feminism

HUM 126: Culture, Gender and Society

HUM 104: Gender and Knowledge

And 6 credits of electives from a selection of special courses offered each semester by other departments and cross-listed with Gender Studies.

Examples include:

SPE 244: Feminist Spectacle/Gender and Performance

BIO 140: Biology and Gender

POL 128: Race, Sex, and the Law

MA 540: Media, Gender, and Sexuality

For further information contact Professors Patricia Stephens or Margaret Cuonzo 718 488-1050.

Credit and GPA Requirements

Minimum Total Credits: 12

Minimum Minor GPA: 2.0

Humanities Courses

HUM 101 Introduction to Gender Studies

Taught with either a US or global focus, this interdisciplinary course explores how social, cultural, and psychological forces shape women's lives. Issues and topics such as women's health, reproductive rights, family, work equity, education, and gender violence will be investigated as students are introduced to the basic concept of feminist history, thought, and practice. Consistent attention will be paid to the differences among women based on race, national identity, class, ethnicity, sexuality, able-bodiedness, and age. Readings are supplemented by films and guest speakers. Fulfills requirements for the Gender Studies minor.

Pre-requisites of ENG 16 and COS 50 are required.

Credits: 3

Every Fall

HUM 102 Theories of Feminism

An attempt to define what feminism is by exploring different analyses of the roots of women's subordination and the strategies that have been proposed for redressing it. Readings from Enlightenment/liberal, Marxist/socialist, existentialist, radical, women-of-color, and postmodern feminists, among others. Fulfills requirements for Gender Studies minor.

The pre-requisite of PHI 61, or PHI 62, or HHP 21 or HHP 22 is required.

Credits: 3

Cross-Listings: HUM 102, PHI 102

On Occasion

HUM 103 Cross-Cultural Perspectives on Gender and Sexuality

An introduction to issues involved in the social and historical construction of gender and sexuality using cross-cultural and interdisciplinary approaches. Topics include the uses and limits of biology in explaining sex/gender differences, varieties of sexual experience, supernumerary genders, hetero-/bi-/homo-sexualities, gender politics and social change, and the intersection of gender, race and class. Fulfills requirement for the Gender Studies minor.

Pre-requisites of ENG 16 and COS 50 are required.

Credits: 3

On Occasion

HUM 104 Gender and Knowledge

What does it mean to know something? Do women arrive at conclusions and solve problems in different ways than men? What makes someone the gender that he or she is? What is the relationship between emotion and reason? Are women more emotional and men more logical? Are men better than women in mathematics and science? Is there such a thing as "feminine intuition"? What is the best way to acquire knowledge?

This course will examine, and attempt to provide answers to these and other questions regarding

gender and different types of knowledge. This course examines theories about the relationship of women to knowledge and rationality and examines feminist critiques of traditional views of knowledge. *The pre-requisite of PHI 61, or PHI 62, or HHP 21 or HHP 22 is required.*

Credits: 3

Cross-Listings: HUM 104, PHI 208

On Occasion

HUM 105 Introduction to Africana Studies

This course introduces the history and culture of African peoples from across the African Diaspora. In this course we will focus mostly on the United States since you are currently studying here; however, we also give a great deal of attention to Africa, the Caribbean, and South America. The course is roughly divided into three units. During the first half of the semester, we will explore historical concerns that have shaped who we are today. Topics include Slavery, Colonialism and the Civil Rights Movement. After setting that foundation, we will then determine how African cultural and intellectual expression has been developed out of various formations and how it continues to thrive in our contemporary setting. Finally, we delve into social dynamics and forces that touch our everyday lives from religion to education, health issues, and gender construction. By the time you complete this semester's work, you should have a greater appreciation for the manner in which black people across the Diaspora have not only been fashioned by modernity but have, in turn, had a great hand in determining humanity's future. In the words of Lani Guinier, black people are often like the "canary in the mine," mapping the dangers and free space for all that lie just ahead. Assignments include a field trip, interview, leading class discussion, midterm and final exam, informal assignments, and community outreach. Required texts are *A Turbulent Voyage*, third ed., Floyd Hayes, ed.; *Africana Studies*, third ed., Mario Azevedo, ed.; *The Wretched of the Earth*, Frantz Fanon; and handouts.

Credits: 3

Every Fall and Spring

HUM 117 Psychology of Women

An examination of the relevance of gender to the experiences of the individual and the overall functioning of society. Theories that come from all major areas of psychology - physiological, comparative, cognitive, developmental, personality - provide insight into the position of women in culture. The primary objective is to use historical, theoretical and comparative information to understand current gender relations.

The pre-requisites of ENG 16 and COS 50 are required.

Credits: 3

Cross-Listings: HUM 117, PSY 117

Every Spring

HUM 126 Gender, Culture and Society

Examines the gendered dynamics of social and cultural relations. Explores how gender is imagined, constructed and lived across a broad spectrum of historical periods, institutions and cultural locations. Special attention is paid to the ways in which "gender" as practice, performance and representation has differed for women and men according to race, class and other divisions. *The pre-requisite of SOC 3, or HSS 21, or HSS 22 is required.*

Credits: 3

Cross-Listings: ANT 126, HUM 126, SOC 126 Annually

HUM 170 Philosophies of Sex and Love

What does philosophy know of sex, love, and the relation of the two (erotic love)? Can the cold light of logic and philosophical argument illuminate the mysteries of love? Philosophers have always been intrigued by love and sexuality, yet the subjects inhabit a domain that remains difficult to describe and analyze - much like that of art and beauty. This course proceeds in four stages: First, a survey of historically influential philosophical (and poetic) writings about sex and love by such authors as Plato, Sappho, Ovid, Heloise and Abelard, Shakespeare, Milton, Rousseau, Nietzsche, Freud, Jung, D.H. Lawrence, Emma Goldman, Sartre, and de Beauvoir. Next, a consideration of some recent attempts to reconceptualize love and sexuality using evolutionary biology and psychology (sexual selection as a mechanism of evolution, pair bonding and cooperative child rearing as reproductive strategies, etc.). Third, an examination of several recent essays in analytical philosophy that attempt to define and analyze love and its relation to sex, by such authors as Martha Nussbaum, Robert Nozick, Annette Baier, Ronald de Sousa and Robert C. Solomon. Finally a consideration of some important contemporary ethical questions surrounding the expression of love and sexuality: the moral status of prostitution and pornography, rights and duties of marriage (whether heterosexual or same-sex), sex education, and the "sexualization" of children and adolescents in modern capitalistic advertising. Students who participate actively and study carefully should enrich their philosophical understanding of their own and others' capacities for sexual expression and loving devotion, as well as improve their analytical and argumentative writing skills.

The pre-requisite of PHI 61, or PHI 62, or HHP 21 or HHP 22 is required.

Credits: 3

Cross-Listings: HUM 170, PHI 170

On Occasion

HUM 180 Existence in Black: Black Existentialism in American Literature and Philosophy

Black existentialism is a modern American intellectual tradition that is perhaps best summed

up in a single question posed by philosopher Lewis Gordon: What is to be done in a world of nearly a universal sense of superiority to, if not universal hatred of, black folk? Born from the soil of the actual historical experience of blacks, black existentialism stands at the intersection of three distinct philosophical and literary forces: first, the European tradition of existentialism that culminates in the works of Jean Paul Sartre and Simone de Beauvoir; secondly, the work of Afro-Caribbean psychiatrist Frantz Fanon, who first documented the historical constitution of black defiance to black devaluation as a madness or social deviance; finally and importantly black American social thought as represented in the poems, plays, essays and narratives of Frederick Douglass, Alain Locke, W. E. B. DuBois, James Baldwin, Richard Wright, Ralph Ellison, James Weldon Johnson, Ann Petry, Gwendolyn Brooks, Malcolm X and other prominent black writers. A new generation of black American authors has recently stepped forth to synthesize these forces explicitly into a coherent and exciting philosophy of human existence, addressed to thoughtful people everywhere. In this course a professor of literature and a professor of philosophy will collaborate in guiding students on an adventure of reflection, a study of the existential dilemmas that have always confronted black thinkers and writers simply in virtue of their being black. The object is to gain rich insight into a major concern of both modern literature and modern philosophy: the walls that isolate and separate men and women from one another and alienate them even from themselves. *The pre-requisites of ENG 16 and PHI 61 or PHI 62 or HHP 21 or HHP 22 are required; or permission of the Instructor.*

Credits: 3

Cross-Listings: HUM 180, PHI 180

On Occasion

HUM 197 Independent Study

Independent Study is designed to give students the opportunity to do independent work under the supervision of a faculty member. To be eligible for independent study, students must propose a topic in the humanities to a member of the Humanities faculty, and get the approval of the faculty member, Division Coordinator, and Dean. The student and faculty member will negotiate the readings and main project to be completed during the independent study. Usually, but not always, this project takes the form of a long research paper submitted at the end of the semester.

Credits: 1 to 3

On Demand

HUM 198 Independent Study

Independent Study is designed to give students the opportunity to do independent work under the supervision of a faculty member. To be eligible for independent study, students must propose a topic in the humanities to a member of the Humanities faculty, and get the approval of the faculty member,

Division Coordinator, and Dean. The student and faculty member will negotiate the readings and main project to be completed during the independent study. Usually, but not always, this project takes the form of a long research paper submitted at the end of the semester.

Credits: 3

On Demand

HUM 203 Starting From Paumanok

This one-credit course is coordinated to take advantage of the annual lecture on American literature and culture, "Starting from Paumanok." Named after Walt Whitman's great poem, which invokes the Native American name for Long Island, the Paumanok lecture acknowledges Long Island University's geographic and cultural connection with one of Brooklyn's foremost literary figures. Since this annual event was inaugurated by the English Department in 1983, it has featured such scholars and writers as Ed Bullins, Ann Douglas, Vivian Gornick, Alfred Kazin, Ha Jin, Elizabeth Hardwick, Irving Howe, Nellie McKay, Walter Mosley, Lynn Nottage, Edward Said, Colson Whitehead, and Alison Bechdel. Students taking the course will read works by the visiting lecturer, attend the lecture, and complete a short writing assignment.

Credits: 1

Cross-Listings: ENG 203, HUM 203

Annually

DEPARTMENT OF PHILOSOPHY

Professors: Filonowicz (Chair), Cuonzo
Professors: Emereti: Arp, Bandman, West
Assistant Professor: Altilio
Adjunct Faculty: 11

Philosophy is an ongoing pursuit of intellectual refinement, challenge and discovery, rooted in our natural human curiosity and our wish to exercise good judgment in all that we believe and do.

The philosophy program familiarizes students with the basic concepts at work in every area of intellectual inquiry and provides skills in constructing and evaluating arguments—whatever their subject matter may be. As a critical approach to all academic disciplines, philosophy helps us avoid overspecialization while enabling us to see the discoveries of every other field in a coherent perspective. Philosophy asks “big” questions, concerning the nature of reality, whether God exists, how the mind works, or what makes something beautiful. It expands our intellects and enlarges our feelings in exciting and rewarding ways. A program leading to a Bachelor of Arts degree with a major or minor in philosophy provides not only a thorough grounding in the humanities and liberal arts, but also training in the close reasoning and orderly presentation of ideas required by such professions as law, diplomacy, teaching, public administration, economics, business and the health professions.

The **128-credit B.A. in Philosophy** enables students to acquire skills that make them very attractive to potential employers and professional schools. By majoring or minoring in philosophy, students learn to reason effectively, view problems from multiple perspectives, and argue persuasively in their speech and writing. Although many philosophy majors and minors go on to study in graduate school, law school, medical school or other professional programs after graduation, a good number enter the workforce directly as well. The undergraduate education that philosophy students receive will serve them well in any field. Philosophy majors and minors are urged to develop career objectives while pursuing their undergraduate studies, and double majors are strongly encouraged. Departmental advisors will help students to explore career possibilities and devise personalized plans of study that will best prepare them to achieve their career goals.

As a major or minor in philosophy, you will connect with a small but bright, dedicated group of fellow students and accomplished professors and be invited to philosophy lectures, films and events. And when it is time for you make decisions about your post-graduate future, our dedicated faculty will guide and support you.

Particular strengths of the department include Applied Ethics, the History of Ideas, Social and Political Philosophy, Continental Philosophy,

Philosophy of Feminism, and Philosophy of Law, Religion, Art, Language, and Science. Our department offers Health Care Ethics every semester, as well as innovative electives such as Philosophy of Sex and Love, Black Existentialism, Ethics and Non-Human Animals, and Philosophy through Film. Many of our courses are cross-listed with other majors and minors, such as Gender Studies, Africana Studies, Asian Studies and Humanities. Our faculty teach every semester in the university Honors Program, and we welcome Honors students to become philosophy majors or minors.

B.A. in Philosophy

B.A., Philosophy

[Program Code: 06935]

Graduation Requirements

Students must satisfy the Placement, Proficiency, Orientation and Core Curriculum criteria outlined in the Graduation Requirements section of this bulletin.

Core Curriculum requirements for this major are summarized below:

Core Seminar 3 credits

Humanities

English Composition 3 credits

English Literature 6 credits

Philosophy 6 credits

Foreign Language 6 credits

Social Sciences

History 6 credits

Social Sciences 6 credits

(ANT, ECO, POL, PSY, SOC)

Science and Mathematics

Mathematics 3 - 4 credits

Sciences 10 credits

(BIO, CHM, PHY)

Communication, Visual & Performing Arts

Speech 3 credits

Visual & Performing Arts 3 credits

(ART, DNC, MUS, THE)

Philosophy Distribution Requirement

To satisfy this requirement, the student must complete two courses numbered 100 or above in one of the following subject areas:

- Speech Language Pathology
- French
- Spanish
- Italian
- English
- Humanities
- Economics
- History
- Political Science
- Psychology
- Sociology
- Anthropology
- Social Work

- Science
- Art
- Dance
- Journalism
- Media Arts
- Music
- Theatre

Major Requirements

Philosophy majors must complete 24 credits in advanced Philosophy courses numbered 100 or above, including at least 3 credits in Philosophy Honors Study (PHI 195/196)

Credit and GPA Requirements

Minimum Total Credits: 128

Minimum Liberal Arts and Sciences Credits: 96

Minimum Major Credits: 24

Minimum Credits in Courses >100 Level: 48

Distribution Requirement: see above

Minimum Major GPA: 2.0

Minimum Overall GPA: 2.0

MINORS

Minor in Philosophy

To minor in Philosophy, you must complete 12 credits of elective philosophy courses (four elective courses)

Credit and GPA Requirements

Minimum Total Credits: 12

Minimum Minor GPA: 2.0

Philosophy Courses

PHI 61 Philosophical Explorations I

These courses constitute a yearlong integrated core sequence which investigates logic, ethics, theory of knowledge, and philosophy of art, religion, and science and their importance for understanding and coping with the challenges of modern life. Objectives include the following: to become familiar with the basic concepts and methods of elementary logic and philosophical inquiry while developing intellectual skills useful in every area of life; to become acquainted with the leading traditions of ethical thought and the central problems of contemporary moral philosophy; to share, examine, sharpen and refine our own ethical sensibilities and values; and to gain a sense of the general history of ideas. PHI 61 emphasizes the development of critical reading, writing and discussion skills by means of exercises in informal logic and close study of classic philosophical and religious texts of the ancient world and Middle Ages. PHI 62 continues, with emphasis on understanding the distinctive features of Renaissance, early modern and contemporary scientific, religious and philosophical thought, and the value of humanistic learning.

Credits: 3
Every Fall, Spring and Summer

PHI 62 Philosophical Explorations II

These courses constitute a yearlong integrated core sequence which investigates logic, ethics, theory of knowledge, and philosophy of art, religion, and science and their importance for understanding and coping with the challenges of modern life. Objectives include the following: to become familiar with the basic concepts and methods of elementary logic and philosophical inquiry while developing intellectual skills useful in every area of life; to become acquainted with the leading traditions of ethical thought and the central problems of contemporary moral philosophy; to share, examine, sharpen and refine our own ethical sensibilities and values; and to gain a sense of the general history of ideas. PHI 61 emphasizes the development of critical reading, writing and discussion skills by means of exercises in informal logic and close study of classic philosophical and religious texts of the ancient world and Middle Ages. PHI 62 continues, with emphasis on understanding the distinctive features of Renaissance, early modern and contemporary scientific, religious and philosophical thought, and the value of humanistic learning.

Credits: 3
Every Fall, Spring and Summer

PHI 102 Theories of Feminism

An attempt to define what feminism is by exploring different analyses of the roots of women's subordination and the strategies that have been proposed for redressing it. Readings from

Enlightenment/liberal, Marxist/socialist, existentialist, radical, women-of-color, and postmodern feminists, among others. Fulfills requirements for Gender Studies minor.

The pre-requisite of PHI 61, or PHI 62, or HHP 21 or HHP 22 is required.

Credits: 3
Cross-Listings: HUM 102, PHI 102
On Occasion

PHI 103 Formal Logic

Formal symbolic logic studies the most basic principles of logical reasoning. This course introduces students to the uses of translating natural language arguments into a formal language for logical analysis. Students will learn to use truth tables, truth trees, and give logical proofs to assess the validity of arguments in both sentential and predicate logic.

The pre-requisite of PHI 61, or PHI 62, or HHP 21 or HHP 22 is required.

Credits: 3
On Occasion

PHI 104 Moral Philosophy

This course is an introduction to the central issues and theories of moral philosophy, which examines the moral philosophies of Plato, Aristotle, Hobbes, Hume, and Mill, among others. Central questions to be examined include: What, if anything, is the justification of morality? Are there general moral principles that should guide our actions? What is the role of reason, sentiment and experience in moral decision making?

The pre-requisite of PHI 61, or PHI 62, or HHP 21 or HHP 22 is required.

Credits: 3
On Occasion

PHI 105 Health Care Ethics

This seminar explores ethical dimensions of the health care professions, including nursing, medicine, pharmacy, occupational therapy, physical therapy, and others. Students learn to identify problems in the health care system, to analyze these problems from multiple perspectives, and to propose ways of resolving the ethical conflicts encountered. This course emphasizes active learning, small group discussions, peer review and in-class writing.

The pre-requisite of PHI 61, or PHI 62, or HHP 21 or HHP 22 is required.

Credits: 3
Every Fall and Spring

PHI 107 Ancient and Medieval Philosophy

A study of the philosophical ideas and methods of ancient and medieval philosophers, not only in the context of the religion, science and literature of their times, but also with respect to those fundamental disagreements still underlying present-day disputes. Readings selected from the pre-Socratics, the Sophists, Socrates and Plato, Aristotle, the Stoics, Ibn Sina (Avicenna), Ibn Rushd (Averroes), Augustine and others.

The pre-requisite of PHI 61, or PHI 62, or HHP 21 or HHP 22 is required.

Credits: 3
On Occasion

PHI 108 Modern Philosophy

A study of the philosophical ideas and methods of modern philosophers in the context of the emergence of science and the resulting challenge to religion. Readings selected from such sources as Descartes, Leibniz, Spinoza, Locke, Berkeley, Hume and Kant.

The pre-requisite of PHI 61, or PHI 62, or HHP 21 or HHP 22 is required.

Credits: 3
On Occasion

PHI 110 Belief, Knowledge, and Reality

A study of the nature and limits of human knowledge. Special emphasis is given to the conditions for knowledge: truth, belief, and justification, as well as the relationship of theories of knowledge to metaphysical theories. Topics include: skepticism, relativism, rationalism, empiricism, the debate between internalism and externalism, Gettier problems, theories of justification and truth. Readings selected from Plato, Descartes, Hume, Kant, Quine, Goodman, Putnam, Davidson, Goldman among others.

The pre-requisite of PHI 61, or PHI 62, or HHP 21 or HHP 22 is required.

Credits: 3
On Occasion

PHI 113 Free Will and Determinism

A review and evaluation of different positions in the free will versus determinism controversy in the history of philosophy, including logical determinism, religious determinism, hard determinism, compatibilism, indeterminism, agent-causal and self-forming action theories of free will and existentialist theories of freedom, with special attention to their consequences for moral responsibility.

The pre-requisite of PHI 61, or PHI 62, or HHP 21 or HHP 22 is required.

Credits: 3
On Occasion

PHI 119 Language, Speech and Thought

A consideration of three topics that have held much philosophical attention in the twentieth century: the nature of language, the actions human beings perform through speech, and the relation of language to thought. An introduction is made to the philosophy of language relevant to the work of psychologists, linguists, educators and others. Topics include types of speech acts, meaning, truth, language acquisition, and the relation of philosophy to the cognitive sciences. Readings selected from such authors as J. L. Austin, John Searle, Ludwig Wittgenstein, Jacques Derrida, Willard Quine, Donald Davidson and Noam Chomsky.

The pre-requisite of PHI 61, or PHI 62, or HHP 21

or HHP 22 is required.

Credits: 3

Cross-Listings: PHI 119, SPE 119

On Occasion

PHI 126 Philosophy of Science

What is the nature of scientific investigation and scientific discovery? In this course we shall explore the origins of modern scientific method and experimental technique, as well as several issues in contemporary philosophy of science: How is scientific knowledge validated? Are scientific theories literally true descriptions of reality, or are they only instrumentally valid, correct only insofar as they allow us to predict the results of experiments and control events in the natural world? What is the nature of scientific revolutions? Students will become familiar with key works in science and the philosophy of science, and be encouraged to reflect on science's role in contemporary society and its relation to problems of human values.

The pre-requisite of PHI 61, or PHI 62, or HHP 21 or HHP 22 is required.

Credits: 3

On Occasion

PHI 163 Philosophy of Art

A study of how different philosophical traditions have answered such perennial questions as: What is beauty? What is art? How is art to be judged? Can judgments of artistic merit be shown to be true or false? How do works of art themselves achieve philosophical importance by conveying distinctive visions of reality?

The pre-requisite of PHI 61, or PHI 62, or HHP 21 or HHP 22 is required.

Credits: 3

On Occasion

PHI 169 Philosophy of Religion

A course with these objectives: to consider the nature of religious belief and the concepts of truth and meaning in religion; to examine reasons for and against some crucial religious beliefs, such as the existence of God, immortality and freedom of the will; to understand key elements in the major world religions, such as ritual, symbol, myth, conversion, revelation and faith; and to encourage the student to become more thoughtful and articulate about his or her views regarding the meaning of religion for human life. Classical and contemporary works in philosophy and religion are considered.

The pre-requisite of PHI 61, or PHI 62, or HHP 21 or HHP 22 is required.

Credits: 3

On Occasion

PHI 170 Philosophies of Sex and Love

What does philosophy know of sex, love, and the relation of the two (erotic love)? Can the cold light of logic and philosophical argument illuminate the mysteries of love? Philosophers have always been intrigued by love and sexuality, yet the subjects

inhabit a domain that remains difficult to describe and analyze - much like that of art and beauty. This course proceeds in four stages: First, a survey of historically influential philosophical (and poetic) writings about sex and love by such authors as Plato, Sappho, Ovid, Heloise and Abelard, Shakespeare, Milton, Rousseau, Nietzsche, Freud, Jung, D.H. Lawrence, Emma Goldman, Sartre, and de Beauvoir. Next, a consideration of some recent attempts to reconceptualize love and sexuality using evolutionary biology and psychology (sexual selection as a mechanism of evolution, pair bonding and cooperative child rearing as reproductive strategies, etc.). Third, an examination of several recent essays in analytical philosophy that attempt to define and analyze love and its relation to sex, by such authors as Martha Nussbaum, Robert Nozick, Annette Baier, Ronald de Sousa and Robert C. Solomon. Finally a consideration of some important contemporary ethical questions surrounding the expression of love and sexuality: the moral status of prostitution and pornography, rights and duties of marriage (whether heterosexual or same-sex), sex education, and the "sexualization" of children and adolescents in modern capitalistic advertising. Students who participate actively and study carefully should enrich their philosophical understanding of their own and others' capacities for sexual expression and loving devotion, as well as improve their analytical and argumentative writing skills.

The pre-requisite of PHI 61, or PHI 62, or HHP 21 or HHP 22 is required.

Credits: 3

Cross-Listings: HUM 170, PHI 170

On Occasion

PHI 171 Philosophy of Law

An examination of the structures and functions of legal systems. Topics include the nature and limits of law, the distinction between positive and natural law, liberty, responsibility, rights, interests, justice, the social contract, property, sovereignty, and crime and punishment. Readings selected from traditional and contemporary sources, with special attention to the history of American civil rights legislation and judicial interpretation.

The pre-requisite of PHI 61, or PHI 62, or HHP 21 or HHP 22 is required.

Credits: 3

On Occasion

PHI 172 Philosophy of Mind

A consideration of such central philosophical questions as: What is the relation of the mind to the body? What constitutes personal identity over time? What is the exact role of beliefs, intentions and desires in human actions? Philosophical theories on the nature of mind, such as dualism, behaviorism, eliminative materialism, and others will be examined.

The pre-requisite of PHI 61, or PHI 62, or HHP 21 or HHP 22 is required.

Credits: 3

On Occasion

PHI 173 Philosophy of Science

Is science objective? Can a scientific hypothesis be truly confirmed or disconfirmed by evidence? Does science progress, and, if so, how does this happen? This course introduces students to major issues in the philosophy of science. Topics include the scientific method, the nature of scientific progress, the role that evidence has in confirming or disconfirming scientific hypotheses, and paradoxes associated with the acquisition of scientific knowledge. Students will read and discuss the work of Aristotle, Newton, Francis Bacon, J.S. Mill, Thomas Kuhn, Imre' Lakatos, Paul Feyerabend, and others. In addition, some recent developments in science will be examined and discussed in light of the theories discussed.

The pre-requisite of PHI 61, or PHI 62, or HHP 21 or HHP 22 is required.

Credits: 3

On Occasion

PHI 179 Social and Political Philosophy

A study of the moral aspects of political and social theory and a careful discussion of such classic philosophical topics as freedom, coercion, authority, rights, responsibility and justice. Readings selected from Plato, Aristotle, Hobbes, Locke, Hume, Rousseau, Marx, Dewey, Arendt, Rawls and others. Contemporary economic, social and political problems are considered.

The pre-requisite of PHI 61, or PHI 62, or HHP 21 or HHP 22 is required.

Credits: 3

On Occasion

PHI 180 Existence in Black: Black Existentialism in American Literature and Philosophy

Black existentialism is a modern American intellectual tradition that is perhaps best summed up in a single question posed by philosopher Lewis Gordon: What is to be done in a world of nearly a universal sense of superiority to, if not universal hatred of, black folk? Born from the soil of the actual historical experience of blacks, black existentialism stands at the intersection of three distinct philosophical and literary forces: first, the European tradition of existentialism that culminates in the works of Jean Paul Sartre and Simone de Beauvoir; secondly, the work of Afro-Caribbean psychiatrist Frantz Fanon, who first documented the historical constitution of black defiance to black devaluation as a madness or social deviance; finally and importantly black American social thought as represented in the poems, plays, essays and narratives of Frederick Douglass, Alain Locke, W. E. B. DuBois, James Baldwin, Richard Wright, Ralph Ellison, James Weldon Johnson, Ann Petry, Gwendolyn Brooks, Malcolm X and other prominent black writers. A new generation of black American authors has recently stepped forth to synthesize these forces explicitly into a coherent and exciting philosophy of human

existence, addressed to thoughtful people everywhere. In this course a professor of literature and a professor of philosophy will collaborate in guiding students on an adventure of reflection, a study of the existential dilemmas that have always confronted black thinkers and writers simply in virtue of their being black. The object is to gain rich insight into a major concern of both modern literature and modern philosophy: the walls that isolate and separate men and women from one another and alienate them even from themselves. *The pre-requisites of ENG 16 and PHI 61 or PHI 62 or HHP 21 or HHP 22 are required; or permission of the Instructor.*

Credits: 3

Cross-Listings: HUM 180, PHI 180

On Occasion

PHI 190 Special Seminar

An intensive study of one or two great philosophers or of a single complex issue in contemporary philosophy. Authors and problems selected vary from year to year. May be repeated in subsequent semesters if subject matter is different.

The pre-requisite of PHI 61, or PHI 62, or HHP 21 or HHP 22 is required.

Credits: 3

On Occasion

PHI 195 Honors Study

Honors Study is designed to give outstanding students an opportunity to do independent work in their major under the guidance of a member of the faculty. There are no regular class meetings. To be eligible, students must have upper-junior or senior status, a cumulative quality-point ratio of 3.00 and a 3.25 ratio in their major subject, and the permission of the Chair of the Department and the Dean. Three credits satisfy the WAC requirement for Philosophy majors. A total of six credits of Honors Study is allowed.

The pre-requisite of PHI 61, or PHI 62, or HHP 21 or HHP 22 is required.

Credits: 3

On Demand

PHI 196 Honors Study

Honors Study is designed to give outstanding students an opportunity to do independent work in their major under the guidance of a member of the faculty. There are no regular class meetings. To be eligible, students must have upper-junior or senior status, a cumulative quality-point ratio of 3.00 and a 3.25 ratio in their major subject, and the permission of the Chair of the Department and the Dean. Three credits satisfy the WAC requirement for Philosophy majors. A total of six credits of Honors Study is allowed.

The pre-requisite of PHI 61, or PHI 62, or HHP 21 or HHP 22 is required.

Credits: 3

On Demand

PHI 197 Independent Study

Independent Study offers students of philosophy an

opportunity to do concentrated work on issues that interest them, according to a design of study worked out in collaboration with a member of the faculty. Meeting times and writing requirements are mutually agreed upon prior to the beginning of the semester. To be eligible, students must have a cumulative quality-point ratio of 3.00 and a quality-point ratio of 3.00 in their major subject, and the permission of the Chair of the Department and the Dean. A total of six credits of Independent Study is allowed.

The pre-requisite of PHI 61, or PHI 62, or HHP 21 or HHP 22 is required.

Credits: 3

On Demand

PHI 198 Independent Study

Independent Study offers students of philosophy an opportunity to do concentrated work on issues that interest them, according to a design of study worked out in collaboration with a member of the faculty. Meeting times and writing requirements are mutually agreed upon prior to the beginning of the semester. To be eligible, students must have a cumulative quality-point ratio of 3.00 and a quality-point ratio of 3.00 in their major subject, and the permission of the Chair of the Department and the Dean. A total of six credits of Independent Study is allowed.

The pre-requisite of PHI 61, or PHI 62, or HHP 21 or HHP 22 is required.

Credits: 3

On Demand

PHI 208 Gender and Knowledge

What does it mean to know something? Do women arrive at conclusions and solve problems in different ways than men? What makes someone the gender that he or she is? What is the relationship between emotion and reason? Are women more emotional and men more logical? Are men better than women in mathematics and science? Is there such a thing as "feminine intuition"? What is the best way to acquire knowledge?

This course will examine, and attempt to provide answers to these and other questions regarding gender and different types of knowledge. This course examines theories about the relationship of women to knowledge and rationality and examines feminist critiques of traditional views of knowledge. *The pre-requisite of PHI 61, or PHI 62, or HHP 21 or HHP 22 is required.*

Credits: 3

Cross-Listings: HUM 104, PHI 208

On Occasion

PHI 210 The Meaning of Life

In this course we will explore an ancient and fascinating issue: What is the meaning, or purpose, of our lives? (Philosophers will of course want to question whether this question is itself meaningful, or can be made to be so.) A survey of what major historical and contemporary philosophers, literary figures and religious thinkers have offered on the

subject will provide students with the necessary intellectual background to think critically and systematically for themselves about the nature of the human situation and what possibilities it offers for leading rich, purposeful lives. Must men and women have religious faith in order to live meaningfully, or can they live purposefully and without absurdity without believing in God? What is the relation of meaningfulness and happiness? Is it necessary to be moral in order to live meaningfully? These and related questions will be explored cooperatively and creatively through individual writing and respectful discussion. Our text will be *The Meaning of Life*, edited by E. D. Klemke and Steven M. Kahn (Cambridge University Press, third edition).

The pre-requisite of PHI 61, 62, HHP 21, or HHP 22 is required, or permission of the Instructor.

Credits: 3

On Occasion

PHI 211 Ethics and Nonhuman Animals

Why do people normally place far greater moral significance on what happens to human beings than on what happens to nonhuman animals? Is it justifiable to give ethical preference to some beings simply because they belong to the species *Homo sapiens*, or is this a prejudice just as indefensible as racism or sexism? Do nonhuman animals have rights, such as the right not to live in miserable conditions or not to be experimented on by humans for their own purposes? Why should all and only human animals be protected by rights, seeing that many nonhuman animals are superior in intellectual capacity and emotional life to some human beings? Should animals be eaten as food, when this isn't necessary to human health and survival? What should be the role of concern for nonhuman animals in an environmental ethics of the future? These and many related issues will be carefully examined through the works of moral philosophers and advocates for more ethical treatment of nonhuman animals.

The pre-requisite of PHI 61, or PHI 62, or HHP 21 or HHP 22 is required.

Credits: 3

On Occasion

PHI 213 Philosophical Investigations Through Film

This course aims to engage theories of perception, movement of image and temporality through an analysis of avant-garde films and the history of cinema. Such philosophical issues as reality versus appearance, the nature of time, the relation of mind to body, and the possibility of artificial intelligence will also be explored through viewing popular films.

The pre-requisite of PHI 61, or PHI 62, or HHP 21 or HHP 22 is required.

Credits: 3

Cross-Listings: MA 213, PHI 213

On Occasion

Science (Division II)

The Science Division offers majors in biochemistry, biology, chemistry and mathematics as well as courses in physics. The biology major offers a concentration in molecular biology and also a program leading to a degree of Bachelor of Science in medical technology which may be completed in a fourth-year internship training program. Students in chemistry and biochemistry may have their degrees certified by the American Chemical Society.

Students must fulfill the requirements of the core curriculum, and satisfy the requirements of their major. Of the 128 credits required for graduation, at least 48 must be earned in courses numbered above 100.

DEPARTMENT OF BIOLOGY

Professors: Chung, D. Cohen, DePass, Griffiths, Marsh, Morin (Chair), Serafy
 Professors Emeriti: Hammerman, Polak, Smith
 Associate Professors: Birchette, Haynes, Kovac, Kwak, Kwon, Leslie, Tello
 Associate Professor Emeriti: McKenna
 Assistant Professors: Molina, Vogelstein
 Instructor: Peckham
 Adjunct Faculty: 15

The Biology Department offers Bachelor of Science degrees in Biology and Medical Technology, as well as a concentration in Molecular Biology at the undergraduate level. At the graduate level, the M.S. in Biology offers concentrations in Molecular/Cellular Biology, Microbiology and Medical Microbiology. Our core of 16 full-time faculty members augmented by over 20 adjuncts offers students an unrivaled expertise in a wide variety of subjects including molecular and cellular biology, bioinformatics, ecology, evolution, microbiology, genetics, ornithology and marine biology. The goal of the department is to provide a challenging and stimulating curriculum that fosters critical thinking and promotes scientific curiosity on current topics in the biological sciences. Biology majors are encouraged to develop specific career objectives while pursuing undergraduate studies. Departmental advisers will assist students in exploring career possibilities and in devising a personalized plan of study that will best prepare them for their career goals.

Medical Technology

The B.S. in Medical Technology is designed to prepare students for entering the job market as a clinical laboratory scientist. Students complete a minimum of 128 credits, including the Conolly College core requirements, specific biology requirements (Human Anatomy and Physiology I and II, Bacteriology and Immunology) and Medical Technology I and II. In addition, students must complete a hospital training program for certification as well as pass the state licensing examination.

On completion of all coursework (a minimum of 100 credits) in Richard L. Conolly College, candidates go to an affiliated hospital or any other school with an approved program in medical technology for one year of special training, at the end of which they are eligible for the Bachelor of Science degree and the medical technology certificate. The Medical Technology Program is accredited by the Association of Clinical Pathologists (ASCP). The choice of — and admission to — an approved training program for Medical Technologists are the responsibility of the student and are highly dependent upon academic achievement in the program of study at the university. Students are cautioned that hospital training spaces are limited and that obtaining a

training position may be difficult.

In addition to the clinical laboratory scientist career, a B.S. in Medical Technology can be used as a steppingstone for other career paths. Students may further their scientific pursuits by earning a Master of Science or a Ph.D. in the biological sciences. Successful graduates also may choose to enter medical, osteopathic, veterinary or dental schools to obtain professional degrees. In addition, graduates can choose from a wide variety of health-related fields, such as physical therapy, nursing, genetic counseling and radiologic technology, to name a few.

Molecular Biology

Students majoring in Biology can opt to specialize in Molecular Biology. Those considering the Molecular Biology concentration should have a high school average of at least 90 and combined Scholastic Aptitude Test (SAT) scores of 1200 on the reading and math portions. The Molecular Biology program gives students a basic knowledge of biochemical principles and practical training in cell and molecular biological laboratory techniques. Emphasis is given to developing experimental skills used in biological research, including current recombinant DNA technologies. In their senior year, students undertake 11 credits of independent research and submit a written thesis for graduation.

B.S. in Medical Technology

B.S., Medical Technology

[Program Code: 84523]

Graduation Requirements

Students must satisfy the Placement, Proficiency, Orientation and Core Curriculum criteria outlined in the Graduation Requirements section of this bulletin.

Core Curriculum requirements for this major are summarized below:

Core Seminar 3 credits

Humanities

English Composition 3 credits

English Literature 6 credits

Philosophy 6 credits

Foreign Language 6 credits

Social Sciences

History 6 credits

Social Sciences 6 credits

(ANT, ECO, POL, PSY, SOC)

Science and Mathematics

Mathematics 3 - 4 credits

Science (included in Ancillary, Distribution and Major) Not Applicable

Communication, Visual & Performing Arts

Speech 3 credits

Visual & Performing Arts 3 credits

(ART, DNC, MUS, THE)

Ancillary Requirements required of science majors

CHM	3	General and Inorganic Chemistry	4.00
CHM	4	General and Inorganic Chemistry	4.00
MTH	30	Pre-Calculus Mathematics	4.00
MTH	40	Calculus I	4.00
PHY	31	General Physics	4.00
PHY	32	General Physics	4.00

Distribution Requirement

CHM	121	Organic Chemistry	4.00
CHM	122	Organic Chemistry	4.00

Major Requirements

Must complete the following.

BIO	1	General Biology	4.00
BIO	2	General Biology	4.00

The following courses must be fulfilled:

BIO	109	Bacteriology	4.00
BIO	112	Immunobiology	4.00
BIO	137	Human Anatomy and Physiology I	4.00
BIO	138	Human Anatomy and Physiology II	4.00
BIO	152	Biochemistry with Laboratory	4.00
MTH	100	Statistics OR	3.00
BIO	505	Introduction to Biostatistics	3.00

Must complete an additional 14 credits of advanced biology courses (number >100) not including BIO 101, 131, 132.

One year of training in an approved program of Medical Technology

MT	1	Medical Technology Clinical Training	14.00
MT	2	Medical Technology Clinical Training	14.00

Credit and GPA Requirements

Minimum Total Credits: 128

Minimum Liberal Arts and Sciences Credits: 64

Minimum Major Credits: 42

Minimum Credits in Courses > 100 Level: 48

Ancillary Requirement: see above

Distribution Requirement: see above

Minimum Major GPA: 2.0

Minimum Overall GPA: 2.0

B.S. in Biology

B.S., Biology

[Program Code: 06885]

Graduation Requirements

Students must satisfy the Placement, Proficiency, Orientation and Core Curriculum criteria outlined in the Graduation Requirements section of this bulletin.

Core Curriculum requirements for this major are summarized below:

Core Seminar 3 credits

Humanities

English Composition 3 credits

English Literature 6 credits

Philosophy 6 credits

Foreign Language 6 credits

Social Sciences

History 6 credits

Social Sciences 6 credits

(ANT, ECO, POL, PSY, SOC)

Science and Mathematics

Mathematics 8 credits

Science (included in Ancillary, Distribution and Major) Not Applicable

Communication, Visual & Performing Arts

Speech 3 credits

Visual & Performing Arts 3 credits
(ART, DNC, MUS, THE)

Ancillary Requirement

The following courses must be fulfilled:

CHM 3 General and Inorganic Chemistry 4.00

CHM 4 General and Inorganic Chemistry 4.00

MTH 30 Pre-Calculus Mathematics 4.00

MTH 40 Calculus I 4.00

PHY 31 General Physics 4.00

PHY 32 General Physics 4.00

Distribution Requirement

The following courses must be fulfilled:

CHM 121 Organic Chemistry 4.00

CHM 122 Organic Chemistry 4.00

Major Requirements

The following courses must be fulfilled:

BIO 1 General Biology 4.00

BIO 2 General Biology 4.00

In addition, a total of 22 credits of advanced biology credits (numbered >100 and not including BIO 101, 131, 132, 137, 138) are required.

Molecular Biology

The following courses must be fulfilled:

BIO 126 Principles of Genetics 4.00

BIO 160 Molecular Biology 2.00

BIO 161 Introductory Molecular Biology 3.00

BIO 193 Honors Research 5.00

BIO 194 Honors Research 6.00

BIO 550 Molecular and Cell Biology 2.00

BIO 551 Molecular and Cell Biology Laboratory 2.00

CHM 135 Physical Chemistry I 4.00

BIC 153 Biochemistry 4.00

BIC 154 Biochemistry 4.00

Molecular Biology, Additional Course Requirements

BIO >100 additional advanced biology courses from catalog 4.0

Credit and GPA Requirements

Minimum Total Credits: 128

Minimum Liberal Arts and Sciences Credits: 64

Minimum Major Credits: 36

Minimum Credits in Courses > 100 Level: 48

Ancillary Requirement: see above

Distribution Requirement: see above

Minimum Major GPA: 2.0

Minimum Overall GPA: 2.0

MINORS

Minor in Biology

Students who wish to minor in a science area are required to successfully complete, with a grade of C or higher, a minimum of 12 credits in courses numbered 100 or above in a Science department or discipline other than their major. Courses taken as a graduation requirement for a major may not be applied to the minor. No more than six transfer credits may be applied to the 12 credit total.

Credit and GPA Requirements

Minimum Total Credits: 12

Minimum Minor GPA: 2.0

Biology Courses

BIO 1 General Biology

First semester of a two-semester sequence (BIO 1, BIO 2). A biochemical and molecular approach to the study of concepts of general biology. Topics include the study of cellular and subcellular structure and the function of plant and animal tissues, including bioenergetics, physiology, heredity, and development and evolution of living systems. Two hours of lecture and two two-hour laboratory periods per week. Open only to Science and Pharmacy majors and University Honors Students.

In order to register for this course students must be in either Biochemistry, Biology, Medical Technology, Nuclear Medicine Technology or Pharmacy Professional major.

Credits: 4

Every Fall and Spring

BIO 2 General Biology

Second semester of a two-semester sequence (BIO 1, BIO 2). A biochemical and molecular approach to the study of concepts of general biology. Topics include the study of cellular and subcellular structure and the function of plant and animal tissues, including bioenergetics, physiology, heredity, and development and evolution of living systems. Two hours of lecture and two two-hour laboratory periods per week. Open only to Science and Pharmacy Majors and University Honors Students.

In order to register for this course students must be in either Biochemistry, Biology, Medical Technology, Nuclear Medicine Technology or Pharmacy Professional major.

Credits: 4

Every Fall and Spring

BIO 3 Life: Its Origin, Maintenance and Future

First semester of a two-semester sequence (BIO 3, BIO 4). A presentation of the nature of living systems and the fundamental principles governing their creation in relation to current problems affecting the maintenance of life on earth. Special emphasis is placed on the interaction of biological and cultural evolution and the alternatives to extinction that challenge contemporary human beings. Two hours of lecture and two two-hour laboratory periods per week.

This course is not open to students in the Biology, Cytotechnology, Nuclear Medicine Technology, Medical Technology Plans

Credits: 4

Every Fall, Spring and Summer

BIO 4 Life: Its Origin, Maintenance and Future

Second semester of a two-semester sequence (BIO 3, BIO 4). A presentation of the nature of living systems and the fundamental principles governing their creation in relation to current problems affecting the maintenance of life on earth. Special

emphasis is placed on the interaction of biological and cultural evolution and the alternatives to extinction that challenge contemporary human beings. Two hours of lecture and two two-hour laboratory periods per week.

This course is not open to students in the Biology, Cytotechnology, Nuclear Medicine Technology, Medical Technology Plans. The pre-requisite of BIO 3 is required.

Credits: 4

Every Fall, Spring and Summer

BIO 22 Biology and Modern Technology

An examination of the fundamental processes that sustain life. Major topics include cell structure and cell function, cell division, how genes work, the structure and function of the major organ systems of the human body, and the action and biochemistry of drugs (such as contraceptives, antibiotics, protease inhibitors, anabolic steroids and psychoactive drugs) on the human body. Two hours of lecture and two laboratory hours per week. Not open to Science majors. Prerequisites: PHY 20, CHE 21.

The pre-requisites of PHY 20 and CHM 21 are required. Course not open to science majors.

Credits: 3

Every Fall, Spring and Summer

BIO 101 Microbiology

An examination of the prevention and control of disease and the basic principles of microbiology, immunology and epidemiology as applied to personal and community health. Two hours of lectures and one two-hour laboratory period per week. Not open to Biology, Medical Technology, Cytotechnology and Nuclear Medicine Technology majors.

Pre-requisite of BIO 2 or BIO 4 is required.

Credits: 4

Every Fall, Spring and Summer

BIO 102 Marine Biology

An examination of the physical attributes of sea water and its organisms, extending from the invertebrates, including corals, to fish and other vertebrates. The major approach is ecological, with the physical and biotic factors of different habitats. Laboratory sessions include dissections. Some field trips are included for observation and sample collections. Two hours of lecture and two two-hour laboratory period per week.

Pre-requisite of BIO 2 or BIO 4 is required.

Credits: 4

Alternate Fall

BIO 103 Comparative Anatomy and Evolution of Vertebrates

A study of the fundamentals of taxonomy, evolution, paleobiology and comparative morphology of the vertebrates. Two hours of lecture and one four-hour laboratory period per week plus museum study.

Pre-requisite of BIO 2 or BIO 4 is required.

Credits: 4

On Occasion

BIO 104 Human Functional Anatomy

A regional approach to the major musculoskeletal, sensory and physiologic systems of the body, emphasizing the anatomical basis of normal human activity such as breathing, seeing, eating, walking, speaking and hearing. Relevant examples of congenital and other abnormalities, as well as commonly sustained injuries, are used to underscore the significance of anatomical relationships. Two three-hour combined lecture laboratory periods per week.

The pre-requisite of BIO 2 or BIO 4 is required, or permission of the Instructor.

Credits: 4

Every Fall

BIO 105 Invertebrate Zoology

A study of the morphology, physiology, evolution and ecological relationships of representatives of selected invertebrate phyla. Two hours of lecture and two two-hour laboratory periods per week.

Pre-requisite of BIO 2 or BIO 4 is required.

Credits: 4

Alternate Fall

BIO 106 Ecology

An examination of the place of humanity in the web of nature - its relationship to the environment and the need for rational coexistence with the earth. The fundamentals of the science, such as population dynamics, the ecosystem and biogeochemical cycles are stressed. Recitation includes field trips, projects, seminars, reports and literature reviews. Two hours of lecture, one hour recitation and one three-hour laboratory period per week.

Pre-requisite of BIO 2 or BIO 4 is required.

Credits: 4

Every Fall

BIO 107 Parasitology

A study of the life cycles and control of animal parasites, with particular reference to those of humanity and domesticated animals. Two hours of lecture, one hour of recitation and one three-hour laboratory period per week.

Pre-requisite of BIO 2 or BIO 4 is required.

Credits: 4

On Occasion

BIO 108 Molecular Biology of Plants

This course is designed to provide students with knowledge about the principles of plant biology and its applications at the level of genes and molecules. Students will learn current topics in plant biology: how plants grow, develop, respond to hormones, light, stress and assimilate carbohydrates. During lectures, we will discuss the following topics: how genes regulate physiological processes, how those genes have been found, and how the expression of those genes is regulated. Scientific papers and experiment data will be discussed as well. Secondly, students will learn about the concept, techniques

and applications of plant genomics, bioinformatics and systems biology by experiencing Arabidopsis thaliana research. Students will learn how to use representative Arabidopsis biological information resources, and mutant libraries that are available on-line. Using this information and knowledge, students will perform small research projects. After taking this course, students will learn current questions of plant molecular biology and up-to-date techniques of plant genomics. By performing research, students will have opportunity to be trained as future molecular biology researchers or agricultural scientists in academia and industry. Two hours of lecture and two, two-hour laboratory periods per week.

Pre-requisite of BIO 2 or BIO 4 is required.

Credits: 4

Every Fall

BIO 109 Bacteriology

An introduction to the biology of bacteria, yeast and molds, with consideration of the principles and practices of bacteriological techniques. Host-parasite relationships and the immune response are also studied. Two hours of lecture and two two-hour laboratory periods per week.

Pre-requisites of BIO 2 or BIO 4, and CHM 4 are required.

Credits: 4

Every Fall

BIO 111 Virology

An exploration of the nature of viruses, viral genetics, structure, infectivity, and transmission. Designed to acquaint students with all aspects of virology, the course examines viral transcription, classification/nomenclature of viruses, the origin/evolution of viruses, and prions. Detailed analyses are conducted in emerging viruses, the role of viruses in cancer progression and vaccine development. Laboratory exercises explore several techniques in virology including the isolation, purification and growth of bacteriophage. Detection and analysis of viral nucleic acid with PCR, RT-PCR, and gel electrophoresis as diagnostic tools is also incorporated into the laboratory exercises. Readings include selected texts with heavy reliance on the primary literature. Student presentations on anti-viral targeting techniques will augment laboratory material. Two hours of lecture and two two-hour laboratory periods per week plus collateral reading.

The pre-requisite of BIO 2 or 4 is required.

Credits: 4

Every Spring

BIO 112 Immunobiology

A study of cellular and humoral immunology. Topics covered include antigen and antibody structure, the genetic control of antibody formation, cell-cell interactions, hypersensitivity, histocompatibility immunogenetics, transplantation, tumor immunology, autoimmune disorders and immune deficiency disorders. Two

hours of lecture and two two-hour laboratory periods per week.

Pre-requisite of BIO 2 or BIO 4 is required.

Credits: 4

Every Spring

BIO 114 Herpetology

A study of the anatomy and physiology of amphibians and reptiles and their roles in different world ecosystems. Lectures place the topics in evolutionary and ecological contexts. Laboratory sessions include the study of behavior and examination of specimens, including dissections.

Two hours of lecture and two, two-hour laboratory periods per week plus one visit to the American Museum of Natural History and one into the field.

Pre-requisite of BIO 2 or BIO 4 is required.

Credits: 4

Every Spring

BIO 115 Histology

This course examines the microscopic anatomy of mammalian cells, tissues and organs with emphasis on the correlation between structural adaptations and function.

The course includes lectures, class discussions, and laboratory sessions which will enable students to develop not only a theoretical understanding of the microscopic anatomy, but also to develop practical abilities.

The laboratory portion of Bio 115 will give students the opportunity to examine the microscopic structure of stained and mounted sections of mammalian tissues as well as images and web content. The laboratory work will focus on developing observational skills while getting experience in the effective use of the microscope as a scientific tool. Students will be also be expected to grasp the terminology and basic concepts of specialized histotechniques used in the preparation of specimens. The ultimate goal is to provide students with a working knowledge of microscopic anatomy and prepare students for subsequent courses and solve real-life issues. Two hours of lecture and two two-hour laboratory periods per week plus collateral reading.

Pre-requisite of BIO 2 or BIO 4 is required.

Credits: 4

Every Spring

BIO 117 Animal Development

This course is designed to introduce the fundamental questions and answers of developmental biology to advanced undergraduate students. The entire course will be dedicated to answer the big question of developmental biology: how single-celled zygotes develop into multicellular organisms that are made of numerous types of cells in a highly ordered way. The lectures will focus on cell-cell interactions, cell fate determination, pattern formation, organ development and evolutionary development. Students will learn how those developmental processes are regulated in the level of molecules and genes. The later part of the course

will be dedicated to studying plant development. In the laboratory class, students will study prepared slides of the starfish, frog, chick embryo and living material of the sea urchin and Arabidopsis plants. Modern molecular and genetic techniques that are used in developmental biology will be discussed as well. Two hours of lecture and two two-hour laboratory periods per week plus collateral reading.

Pre-requisite of BIO 2 or BIO 4 is required.

Credits: 4

Every Spring

BIO 118 Biology of Animal Behavior

This course will provide a rigorous scientific framework in which to understand behavior from mechanistic, ecological and evolutionary perspectives by examining topics including the genetic, physiological, neural and developmental bases of behavior, animal learning, foraging, habitat selection, predator-prey interaction, communication, reproduction and mating systems, parental care and social behavior. Two hours of lecture and two hours of recitation per week.

Pre-requisite of BIO 2 or BIO 4 is required.

Credits: 3

On Occasion

BIO 119 Principles of Evolution

The goal of this course is to provide a comprehensive introduction to modern evolutionary biology, an exciting, dynamic and important field of scientific investigation that constitutes the central theme unifying all of biology. The course begins with an introduction to evolutionary thinking followed by the study of the pattern of evolution and the mechanisms that cause evolutionary change. Then it continues with the fundamental concepts of evolutionary genetics, natural selection, and adaptation. Additional topics include molecular evolution and systematics, the origins of biological diversity, paleobiology and macroevolution. The primary emphasis will be on concepts. However, a major goal will be to impart some understanding of the methods used in evolutionary investigations: the kinds of observations and experiments that are used, the facts that are observed and inferred, and the kinds of reasoning used to develop and test hypotheses. Students are expected to critically examine and evaluate biological phenomena in light of the evolutionary processes that shaped them.

Laboratory exercises and discussions of relevant literature are used to reinforce the concepts learned during lectures. Two hours of lecture, one hour of recitation and three hours of laboratory per week plus term paper.

Pre-requisite of BIO 2 or BIO 4 is required.

Credits: 4

On Occasion

BIO 121 Ornithology

A study of the anatomy, physiology, ecology, behavior and evolution of birds. The major goal is to integrate information from other biology courses

to gain a better understanding of biology as a whole. A second goal is to gain an appreciation of the diversity of the natural world through an intense survey of birds. Laboratory topics include anatomical studies of bird anatomy and feather structure and computer sessions examining bird song and bird evolution. Two hours of lecture and one four hour laboratory period or field trip per week. Field trips include visits to the Ornithology Department of the American Museum of Natural History, the Bronx Zoo, the Jamaica Bay Wildlife Refuge, and Floyd Bennett Field (Gateway National Recreation Area).

Pre-requisite of BIO 2 or BIO 4 is required.

Credits: 4

Every Spring

BIO 124 Mammalian Anatomy

A study of the functional anatomy and adaptive evolution of mammals designed for the student of biology and for students planning to enter the medical and dental professions. The cat, as a representative mammal, is the subject of a detailed laboratory study. Two hours of lecture and one four-hour laboratory period per week plus museum and zoo studies, collateral reading and reports.

Pre-requisite of BIO 103 is required.

Credits: 4

On Occasion

BIO 125 Physiology

An examination of the mechanisms and dynamics of living matter. Laboratory work consists of experimental exercises in the field of general and animal physiology. Two lecture hours, one four-hour laboratory period per week, collateral reading and reports.

Pre-requisites of BIO 2 or BIO 4, and CHM 4 are required.

Credits: 4

Cross-Listings: BIC 125, BIO 125

Every Fall

BIO 126 Principles of Genetics

A molecular approach to classical genetics, with the implications of current events in DNA research on human problems. The laboratory, which integrates exercises with *Drosophila*, bacteria and computer simulations, requires weekly reports. Two lecture hours, two two-hour laboratory periods per week.

Pre-requisite of BIO 2 or BIO 4 is required.

Credits: 4

Cross-Listings: BIC 126, BIO 126

Every Fall

BIO 127 Cell Signaling

This course will consist of a lecture series focusing primarily on the characteristics of signal transduction pathways. It will outline the necessity of cell signaling in prokaryotes, the cellular slime mold, dictyostelium, and metazoan development and homeostasis. The course will end in cell signaling's relevance in the development of novel drugs. In addition, there will be a laboratory session which will focus on experiments in cell signaling. It

is designed as a precursor to laboratory research. Students will be exposed to various techniques in protein chemistry. They will then be encouraged to design their own experiments in cell signaling using techniques and equipment seen throughout the course. Two hours of lecture and two two-hour laboratory periods per week.

The pre-requisite of BIO 2 or 4 is required.

Credits: 4

Every Spring

BIO 128 The Basis of Cell Function

An introduction to the structure and function of the eukaryotic cell and its organelles, stressing the underlying similarities among cell types. The laboratory includes microscopy, cell fractionation, chromatography, electrophoresis, DNA restriction analysis and computer research to study the interdependence of cellular structure and function. Two lecture hours, two two-hour laboratory periods per week. (Same as BIO 128).

Pre-requisite of BIO 2 or BIO 4 is required.

Credits: 4

Cross-Listings: BIC 128, BIO 128

Every Fall

BIO 129 The Biological Basis of Human Variation

This course explores the biological foundations of human variability and attempts to clarify the relationship between biological and racial perspectives of human populations. There are two broad themes: first, what does science say about the way we frame discussions of human differences, and second, what are the implications of human biological variation for addressing a wide range of medical and socio-political issues? We begin with a basic overview of the Biology of Classification and then proceed to examine various traits of inheritance as well as the origin, characteristics, and distribution of major living human groups. Some specific genetically-based diseases offer insight into the pros and cons of so-called "race-based" medicine and provide a springboard for considering medical practice tailored to population and/or individual genetic profiles. In addition, we must take into account scientists' ultimate ability to alter our basic biology. Are "designer babies" on the horizon for our species and if so, how will technological advances affect the range and distribution of human variability? We will also examine criteria for establishing census categories and immigration policies within the context of biological differences. Throughout the course, our inquiries will take place against the backdrop of historical considerations, with students asked to review and critique earlier scientific work based on a current understanding of human biological variation. Three hours of lecture per week.

The pre-requisite of BIO 2 or 4 is required.

Credits: 3

Every Fall

BIO 131 Human Anatomy

A study of the anatomy of the human body. The recitation and laboratory include demonstration and study of human models and dissection of selected mammals. Histologic and embryological studies are combined with a detailed organ system study of the anatomy of man. Two three-hour laboratory periods per week. Not open to Biology, Medical Technology, Cytotechnology and Nuclear Medicine Technology majors.

Pre-requisite of BIO 2 or BIO 4 is required.

Credits: 4

On Demand

BIO 132 Human Physiology

An introduction for health-science students to the physiological principles that govern human function. The physiology of cells, tissue organs and systems is presented in a manner that underscores the physiological basis for health and disease. Three lecture hours per week. Not open to Biology, Medical Technology, Cytotechnology and Nuclear Medicine Technology majors.

The pre-requisite of BIO 131 is required. Also, the pre-requisites of CHM 3 and CHM 4 are required or CHM 3X.

Credits: 3

On Occasion

BIO 136 Biological Techniques

A study of fundamental techniques employed in the biological sciences, including the uses of radioisotopes. One hour of lecture and two three-hour laboratory periods per week.

Pre-requisite of BIO 2 or BIO 4 is required.

Credits: 4

On Demand

BIO 137 Anatomy and Physiology I

This is the first part of a two semester sequence on human anatomy and physiology. Body structure and function will be studied using a systemic approach. The course includes lectures, class discussions, and laboratory sessions. Laboratory work will focus on microscopic and macroscopic anatomy of selected tissues and organs and on physiology exercises. The students will be expected to grasp the terminology, dissecting techniques, laboratory skills and an in depth understanding of the anatomy and physiology of the cell, tissues, skeletal, muscular and nervous systems.

The pre-requisites of BIO 2 or BIO 4; and CHM 3 and CHM 4 or CHM 3X; are required.

Credits: 4

Every Fall, Spring and Summer

BIO 138 Anatomy and Physiology II

This is the second part of a two-semester sequence on human anatomy and physiology. Body structure and function will be studied using a systemic approach. The course includes lectures, class discussions and laboratory sessions. Laboratory work will focus on microscopic and macroscopic anatomy of selected tissues and organs and on

physiology exercises. The students will be expected to grasp the terminology, dissecting techniques, laboratory skills and an in depth understanding of the anatomy and physiology of the cardiovascular, respiratory, digestive, urinary, lymphatic, reproductive and endocrine systems, as well as development, metabolism, electrolytes and acid based balance.

Pre-requisite of BIO 2 or 4 and BIO 137 is required.

Credits: 4

Every Fall, Spring and Summer

BIO 140 Biology and Gender

This course will investigate the biologic basis for development of sex and gender, as well as the roles that sex and gender play in biologic research. Current issues in biology and gender are covered, including differences in anatomy and physiology, response to medication, immunity, and brain function. Controversies such as those in prenatal genetic diagnosis, inclusion of both sexes in clinical trials, effects of environmental endocrine disruptors, and male/female differences in the practice of science will be covered. Course requirements include exams, papers, and participation. Three hours of lecture per week.

The pre-requisite of BIO 2 or 4 is required.

Credits: 3

Every Spring

BIO 150 Applications in Biotechnology

This course is designed to teach undergraduate students how to read and comprehend the primary scientific literature. Students will read current scientific papers dealing primarily with techniques/technology and then discuss the methodology, data presented, the validity of the results, and alternate conclusions to the data presented. The methodology employed in the paper will then be related to industrial, medical and/or research based applications. Three hours of lecture per week.

The pre-requisite of BIO 2 or 4 is required.

Credits: 3

Every Summer

BIO 152 Foundations of Biochemistry

A study of the chemical structure and metabolism of carbohydrates, lipids, proteins and nucleic acids. Quantitative aspects of enzyme function and bioenergetics are also covered. This course provides the necessary background for Biology majors and preprofessional students. Three hours of lecture per week.

Pre-requisite of CHM 122 and BIO 2 or 4 is required.

Credits: 3

Every Spring

BIO 160 Molecular Biology

An introduction to molecular biology laboratory techniques. The laboratory emphasizes the techniques and applications of recombinant DNA technology; laboratories include molecular cloning,

blotting, DNA sequencing and PCR, genomic and plasmid DNA isolation, and purification and labeling of DNA fragments. Two two-hour laboratory periods per week. Prerequisites: CHE 4. BIO 161 or BIO 126 recommended.

Pre-Requisite of CHM 4 is required.

Credits: 2

Cross-Listings: BIC 160, BIO 160

Every Spring

BIO 161 Introductory Molecular Biology

A study of advanced molecular genetics emphasizing gene structure and regulation in both prokaryotes and eukaryotes. Detailed biochemistry of DNA structure and replication, RNA transcription and processing, protein synthesis, and the mechanisms that regulate gene expression are reviewed. Three lecture hours per week.

The pre-requisite of BIO 2 or 4 is required.

Credits: 3

Cross-Listings: BIC 161, BIO 161

Every Spring

BIO 193 Honors Research

Honors Research is designed to give students in the Molecular Biology program an opportunity to do research under the guidance of the faculty. To be eligible, students must have senior status. Open to science majors who have completed BIO 160 and have the permission of the instructor. Ten hours of laboratory per week.

The pre-requisite of BIO 160 is required.

Credits: 5

Every Fall

BIO 194 Honors Research

Honors Research is designed to give students in the Molecular Biology program an opportunity to do research under the guidance of the faculty. To be eligible, students must have senior status. This course is also open to science majors who have completed BIO 160 and have the permission of the instructor. Twelve hours of laboratory per week.

The pre-requisite of BIO 160 is required.

Credits: 6

Every Spring

BIO 195 Honors Study

Honors Study is designed to give outstanding students an opportunity to do independent work in their major under the guidance of a member of the faculty. There are no regular class meetings. To be eligible, students must have upper-junior or senior status, a cumulative quality-point ratio of 3.00 and a 3.25 ratio in their major subject, and the permission of the Chair of the Department and the Dean. Students are required to have had an advanced Biology elective with the faculty member teaching the class. A total of six credits of Honors Study is the maximum allowed.

Credits: 3

Every Fall and Summer

BIO 196 Honors Study

Honors Study is designed to give outstanding

students an opportunity to do independent work in their major under the guidance of a member of the faculty. There are no regular class meetings. To be eligible, students must have upper-junior or senior status, a cumulative quality-point ratio of 3.00 and a 3.25 ratio in their major subject, and the permission of the Chair of the Department and the Dean. Students are required to have had an advanced Biology elective with the faculty member teaching the class. A total of six credits of Honors Study is the maximum allowed.

Credits: 3

Every Spring and Summer

BIO 197 Independent Study

Prerequisite: Student must have had at least one upper-level course in the area of interest as well as permission of the Chair of the Department and the Dean.

Credits: 1 to 4

Every Fall and Summer

BIO 198 Independent Study

Prerequisite: Student must have had at least one upper-level course in the area of interest as well as permission of the Chair of the Department and the Dean.

Credits: 1 to 4

Every Spring and Summer

BIO 199 Biology Internship

During their senior year, Biology majors can undertake one internship within the area of biology/clinical research. Consultation with the Chairperson and approval of the Department is required.

A minimum of 64 credits must be completed prior to registering for this course and Departmental approval.

Credits: 1 to 3

On Demand

Medical Technology Courses

MT 1 Medical Technology Clinical Training

Medical Technology 1 is offered every Fall, and Medical Technology 2 is offered every Spring. All Medical Technology students must register for Medical Technology 1 in the Fall and Medical Technology 2 in the Spring during the semesters in which they are being trained off-campus at a clinical training facility. Such training normally is taken after the completion of 100 credits of course work at LIU Brooklyn. Pass/Fail only.

Credits: 14

Every Fall

MT 2 Medical Technology Clinical Training

Medical Technology 1 offered every Fall, Medical Technology 2 offered every Spring. All Medical Technology students must register for Medical Technology 1 in the Fall and Medical Technology 2 in the Spring during the semesters in which they are being trained off-campus at a clinical training

facility. Such training normally is taken after the completion of 100 credits of course work at LIU Brooklyn. Pass/Fail only.

Credits: 14

Every Spring

DEPARTMENT OF CHEMISTRY AND BIOCHEMISTRY

Senior Professor: Zavitsas

Professors: Bensalem, Chung, Lawrence, Matsunaga, Siegel, Shedrinsky, Vasanathan (Chair), Watson

Professors Emeriti: Ferraro, Hirschberg, Huang, Loscalzo, Reidlinger, Rogers, Chawla

Associate Professors: Bhattacharjee, Donahue, Luján-Upton, Schnatter

Assistant Professors: Lu

Adjunct Faculty: 10

Chemistry

The 128-credit B.S in Chemistry has been designed to provide a balanced education for those students who plan to pursue professional careers in chemistry or in allied areas either immediately after attainment of degree, or after further graduate training. Students completing the curriculum recommended by the American Chemical Society may have their degrees certified by that organization. Students preparing to teach in the field of chemistry on the secondary level should consult the Teaching and Learning section of the School of Education Web site for additional requirements.

Chemistry majors are encouraged to develop specific career objectives while pursuing undergraduate studies. Departmental advisers will assist students in exploring career possibilities and in devising a personalized plan of study that will best prepare them for their career goals.

Developments and discoveries in the fields of chemistry have had an enormous impact on our society. Majoring in chemistry prepares one for a number of challenging and rewarding career opportunities in areas such as: the pharmaceutical industry, medicine, agriculture, manufacturing, forensic science, environmental science, metallurgy, plastics, engineering, electronics and biotechnology.

Biochemistry

The undergraduate program leading to the degree of Bachelor of Science in Biochemistry connects the ever-growing important interface between biology and chemistry. Training emphasizing advanced experimental and theoretical principles is provided in both the biological and chemical sciences, as a foundation for a variety of career paths, including further training in biology, chemistry or biochemistry; molecular biology; and medical or dental school. Students successfully completing the biochemistry curriculum may have their degrees certified by the American Chemical Society. Biochemistry majors are urged to consult with advisers from both the Biology Department and the Chemistry and Biochemistry Department to formulate appropriate programs of study and to explore the numerous

career paths available.

B.S. in Biochemistry

B.S., Biochemistry

[Program Code: 22696]

Graduation Requirements

Students must satisfy the Placement, Proficiency, Orientation and Core Curriculum criteria outlined in the Graduation Requirements section of this bulletin.

Core Curriculum requirements for this major are summarized below:

Core Seminar 3 credits

Humanities

English Composition 3 credits

English Literature 6 credits

Philosophy 6 credits

Foreign Language 6 credits

Social Sciences

History 6 credits

Social Sciences 6 credits

(ANT, ECO, POL, PSY, SOC)

Science and Mathematics

Mathematics 8 credits
(MTH 30 & 40)

Science (included in Distribution) Not Applicable

Communication, Visual & Performing Arts

Speech 3 credits

Visual & Performing Arts 3 credits

(ART, DNC, MUS, THE)

Distribution Requirements

The following courses are required:

BIO 1 General Biology 4.00

BIO 2 General Biology 4.00

CHM 003 General & Inorganic Chemistry 4.00

CHM 004 General & Inorganic Chemistry 4.00

PHY 31 General Physics 4.00

PHY 32 General Physics 4.00

Ancillary Requirements

The following courses are required:

CHM 113 Quantitative Analysis 4.00

CHM 121 Organic Chemistry 4.00

CHM 122 Organic Chemistry 4.00

CHM 135 Physical Chemistry I 4.00

MTH 101 Calculus II 4.00

Major Requirements

The following courses are required:

BIC 128 The Basis of Cell Function 4.00

BIC 153 Biochemistry 4.00

BIC 154 Biochemistry 4.00

BIC 160 Molecular Biology 2.00

BIC 161 Introductory Molecular Biology 3.00

BIC 186 Senior Research 3.00

BIO 128 The Basis of Cell Function 4.00

BIO 160 Molecular Biology 2.00

BIO 161 Introductory Molecular Biology 3.00

CHM 136 Physical Chemistry II 4.00

CHM 153 Biochemistry 4.00

CHM 154 Biochemistry 4.00

Choose two (2) out of the following:

BIC 125 Physiology 4.00

BIC 126 Principles of Genetics 4.00

BIC 187 Senior Research 3.00

BIO 125 Physiology 4.00

BIO 126 Principles of Genetics 4.00

Credit and GPA Requirements

Minimum Total Credits: 128

Minimum Liberal Arts and Sciences Credits: 64

Minimum Major Credits: 36

Minimum Credits in Courses >100 Level: 48

Ancillary Requirement: see above

Distribution Requirement: see above

Minimum Major GPA: 2.0

Minimum Overall GPA: 2.0

B.S. in Chemistry

B.S., Chemistry

[Program Code: 06941]

Graduation Requirements

Students must satisfy the Placement, Proficiency, Orientation and Core Curriculum criteria outlined in the Graduation Requirements section of this bulletin.

Core Curriculum requirements for this major are summarized below:

Core Seminar 3 credits

Humanities

English Composition 3 credits

English Literature 6 credits

Philosophy 6 credits

Foreign Language 6 credits

Social Sciences

History 6 credits

Social Sciences 6 credits

(ANT, ECO, POL, PSY, SOC)

Science and Mathematics

Mathematics 8 credits
(MTH 30 & 40)

Science (CHM 3 & 4) 8 credits

Communication, Visual & Performing Arts

Speech 3 credits

Visual & Performing Arts 3 credits

(ART, DNC, MUS, THE)

Ancillary Requirement

The following courses must be fulfilled:

BIO 1 General Biology 4.00

BIO 2 General Biology 4.00

PHY 31 General Physics 4.00

PHY 32 General Physics 4.00

Distribution Requirement

The following courses must be fulfilled:

MTH 101 Calculus II 4.00

Major Requirements

The following courses must be fulfilled:

BIC 153 Biochemistry 4.00

BIC 154 Biochemistry 4.00

CHM 113 Quantitative Analysis 4.00

CHM 121 Organic Chemistry 4.00

CHM 122 Organic Chemistry 4.00

CHM 135 Physical Chemistry I 4.00

CHM 136 Physical Chemistry II 4.00

Credit and GPA Requirements

Minimum Total Credits: 128

Minimum Liberal Arts and Sciences Credits: 64

Minimum Major Credits: 36

Minimum Credits in Courses > 100 Level: 48

Ancillary Requirement: see above

Distribution Requirement: see above

Minimum Major GPA: 2.0

Minimum Overall GPA: 2.0

MINORS**Minor in Chemistry**

Students who wish to minor in a science area are required to successfully complete, with a grade of C or higher, a minimum of 12 credits in courses numbered 100 or above in a science department or discipline other than their major. Courses taken as a graduation requirement for a major may not be applied to the minor. No more than 6 transfer credits may be applied to the 12 credit total.

Credit and GPA Requirements

Minimum Total Credits: 12

Minimum Minor GPA: 2.0

Biochemistry Courses

BIC 125 Physiology

An examination of the mechanisms and dynamics of living matter. Laboratory work consists of experimental exercises in the field of general and animal physiology. Two lecture hours, one four-hour laboratory period per week, collateral reading and reports.

Prerequisites of BIO 2 or BIO 4, and CHM 4 are required.

Credits: 4

Cross-Listings: BIC 125, BIO 125

Every Fall

BIC 126 Principles of Genetics

A molecular approach to classical genetics, with the implications of current events in DNA research on human problems. The laboratory, which integrates exercises with *Drosophila*, bacteria and computer simulations, requires weekly reports. Two lecture hours, two two-hour laboratory periods per week.

Prerequisite of BIO 2 or BIO 4 is required.

Credits: 4

Cross-Listings: BIC 126, BIO 126

Every Fall

BIC 128 The Basis of Cell Function

An introduction to the structure and function of the eukaryotic cell and its organelles, stressing the underlying similarities among cell types. The laboratory includes microscopy, cell fractionation, chromatography, electrophoresis, DNA restriction analysis and computer research to study the interdependence of cellular structure and function. Two lecture hours, two two-hour laboratory periods per week. (Same as BIO 128).

Prerequisite of BIO 2 or BIO 4 is required.

Credits: 4

Cross-Listings: BIC 128, BIO 128

Every Fall

BIC 153 Biochemistry

An in-depth study of modern biochemistry, including the conformation and dynamics of biomolecules, the design and regulation of metabolic pathways, and the storage, transmission and expression of genetic information. The laboratory emphasizes biochemical instrumentation. Two lecture hours, one four-hour laboratory. (Same as BIO 153.) This course has an additional fee.

The pre-requisite of CHM 122 and the pre- or co-requisite of CHM 135 are required.

Credits: 4

Cross-Listings: BIC 153, CHM 153

Every Fall

BIC 154 Biochemistry

An in-depth study of modern biochemistry, including the conformation and dynamics of biomolecules, the design and regulation of metabolic pathways, and the storage, transmission and expression of genetic information. The

laboratory emphasizes biochemical instrumentation. Two lecture hours, one four-hour laboratory. Same as BIO 154.

The pre-requisite of BIC 153 is required.

Credits: 4

Cross-Listings: BIC 154, CHM 154

Every Spring

BIC 160 Molecular Biology

An introduction to molecular biology laboratory techniques. The laboratory emphasizes the techniques and applications of recombinant DNA technology; laboratories include molecular cloning, blotting, DNA sequencing and PCR, genomic and plasmid DNA isolation, and purification and labeling of DNA fragments. Two two-hour laboratory periods per week. Prerequisites: CHE 4. BIO 161 or BIO 126 recommended.

Pre-Requisite of CHM 4 is required.

Credits: 2

Cross-Listings: BIC 160, BIO 160

Every Spring

BIC 161 Introductory Molecular Biology

A study of advanced molecular genetics emphasizing gene structure and regulation in both prokaryotes and eukaryotes. Detailed biochemistry of DNA structure and replication, RNA transcription and processing, protein synthesis, and the mechanisms that regulate gene expression are reviewed. Three lecture hours per week.

The pre-requisite of BIO 2 or 4 is required.

Credits: 3

Cross-Listings: BIC 161, BIO 161

Every Spring

BIC 186 Senior Research

Laboratory and library research on a special problem, written report required. Pass/Fail only. Open only to qualified students with the permission of the Department Chair and the faculty research adviser.

Credits: 3

Every Semester

BIC 187 Senior Research

Laboratory and library research on a special problem, written report required. Pass/Fail only. Open only to qualified students with the permission of the Department Chair and the faculty research adviser.

Credits: 3

Every Semester

BIC 195 Honors Study

Honors study is designed to give outstanding students an opportunity to do independent work in their major under the guidance of a member of the faculty. There are no regular class meetings. To be eligible, students must have upper-junior or senior status, a cumulative quality-point ratio of 3.00 and a 3.25 ratio in their major subject, and the permission of the Department Chair and the Dean. A total of six credits of Honors Study is the maximum allowed. Not open to students who have

successfully completed Biochemistry 186, 187.

Credits: 3

Every Semester

BIC 196 Honors Study

Honors study is designed to give outstanding students an opportunity to do independent work in their major under the guidance of a member of the faculty. There are no regular class meetings. To be eligible, students must have upper-junior or senior status, a cumulative quality-point ratio of 3.00 and a 3.25 ratio in their major subject, and the permission of the Department Chair and the Dean. A total of six credits of Honors Study is the maximum allowed. Not open to students who have successfully completed Biochemistry 186, 187.

Credits: 3

Every Semester

Chemistry Courses

CHM 3 General and Inorganic Chemistry

A modern course in general chemistry, stressing the fundamental principles of atomic and molecular structure, stoichiometry, states of matter, and thermodynamics. Laboratory experiments supplement the lecture material. Two lecture hours, one recitation period and a three-hour laboratory period. For Science majors.

The co-requisite or pre-requisite of Math 30 is required. Students in the PHR3 and PHR6

Student group are not allowed to register for this course.

Credits: 4

Every Semester

CHM 3X General Chemistry

An examination of the fundamental theories of chemistry, with a general application to everyday living. Two lecture hours, one recitation period, three laboratory periods. Not open to Division II majors.

Credits: 4

Every Semester

CHM 4 General and Inorganic Chemistry

A modern course in general chemistry, stressing the fundamental principles chemical equilibria, rates of reactions, nuclear chemistry, coordination compounds, thermodynamics and electrochemistry. This course also emphasizes descriptive inorganic chemistry, the theory and practice of semi-micro qualitative analysis and an introduction to organic chemistry. Laboratory experiments supplement the lecture material. Two lecture hours, one recitation period and a three-hour laboratory period. For Science majors.

Pre-requisite of CHM 3 is required. Students in the PHR3 and PHR6 Student group are not allowed to register for this course.

Credits: 4

Every Semester

CHM 4X Introduction to Organic and Biochemistry

A review of the general application of organic chemistry and biochemistry to everyday living. Fulfills science requirements for non-science majors. Two lecture hours, one recitation period, three laboratory periods. Not open to Division II majors.

Pre-requisite of CHM 3X is required.

Credits: 4

Every Semester

CHM 21 Chemistry and Modern Technology

An introduction to fundamental chemical principles, such as classification of compounds and chemical reactions, which are applied to topics in human biology such as metabolism and digestion. The role of chemistry in society is also addressed through the study of chemical processes in industry and the environment. This course is not open to Science Majors.

Pre-requisite of PHY 20 is required. Course not open to science majors.

Credits: 3

Every Semester

CHM 113 Quantitative Analysis

A survey of the theories and techniques of traditional volumetric and gravimetric analysis, plus treatment of instrumental techniques, i.e., spectrophotometry and chromatography. Designed for Chemistry, Biochemistry and Biology majors who may continue their studies either in graduate programs or in professional schools. Two lecture hours, one recitation period, one three-hour laboratory period.

Pre-requisite of CHM 4 is required.

Credits: 4

Every Fall

CHM 121 Organic Chemistry

The purpose of this introductory course is to expose students to the foundations of chemical reactivity and reaction mechanisms. The students will review chemical bonding, study functional groups, and also naming organic compounds. This will be followed by the study of alcohols, alkyl halides and alkenes. Introduction to substitution and elimination reactions, radical reactions and additions to alkenes. Two lecture hours, one quiz period and a three-hour laboratory period.

The pre-requisite of CHM 4 is required. Students in the PHR3 Student group are not allowed to register for this course.

Credits: 4

Every Semester

CHM 122 Organic Chemistry

Overview of the main spectroscopic methods used in the identification of organic compounds with a particular emphasis on the study of nuclear magnetic resonance and infrared spectroscopy. Introduction to organometallic chemistry. Alcohol functional groups, synthesis of alcohols by means of

reduction reactions and reactivity of alcohols in oxidation reactions. Synthesis and reactivity of the carbonyl group. Reactivity of enols and enolates, study of the reactions of carboxylic acids and their derivatives, the acid chlorides, anhydrides, esters, amides and nitriles. Study of amines, aryl halides and phenols. Two lecture hours, one quiz period and a three-hour laboratory period.

The pre-requisites of CHM 4 and CHM 121 are required. Students in the PHR3 Student group are not allowed to register for this course.

Credits: 4

Every Semester

CHM 135 Physical Chemistry I

A study of thermodynamics, solution equilibria, chemical kinetics, and electrochemistry and their application to biological systems. Three lecture hours, one three-hour laboratory. Open only to Chemistry and Biochemistry majors and to qualified students in other majors with the permission of the Department Chair.

The pre-requisites of CHM 113, CHM 122, PHY 32 and MTH 40 are all required.

Credits: 4

Every Fall

CHM 136 Physical Chemistry II

A study of the physical changes of states, statistical thermodynamics, elementary quantum mechanics, atomic and molecular structure, spectroscopy, and the solid state. Three lecture hours, one three-hour laboratory. Open only to Chemistry and Biochemistry majors and to qualified students in other majors with the permission of the Department Chair.

The pre-requisites of CHM 135 and MTH 101 are required.

Credits: 4

Every Spring

CHM 153 Biochemistry

An in-depth study of modern biochemistry, including the conformation and dynamics of biomolecules, the design and regulation of metabolic pathways, and the storage, transmission and expression of genetic information. The laboratory emphasizes biochemical instrumentation. Two lecture hours, one four-hour laboratory. (Same as BIO 153.) This course has an additional fee.

The pre-requisite of CHM 122 and the pre- or co-requisite of CHM 135 are required.

Credits: 4

Cross-Listings: BIC 153, CHM 153

Every Fall

CHM 154 Biochemistry

An in-depth study of modern biochemistry, including the conformation and dynamics of biomolecules, the design and regulation of metabolic pathways, and the storage, transmission and expression of genetic information. The laboratory emphasizes biochemical instrumentation. Two lecture hours, one four-hour

laboratory. Same as BIO 154.

The pre-requisite of BIC 153 is required.

Credits: 4

Cross-Listings: BIC 154, CHM 154

Every Spring

CHM 186 Senior Research

Laboratory and library research on a special problem; written report required. Pass/Fail only.

Open only to qualified students with the permission of the Department Chair and the Faculty Research Adviser or advisers. Prerequisite: CHM 136. Offered every semester.

Credits: 3

Every Semester

CHM 187 Senior Research

Laboratory and library research on a special problem; written report required. Pass/Fail only.

Open only to qualified students with the permission of the Department Chair and the Faculty Research Adviser. Prerequisite: CHM 136. Offered every semester.

Credits: 3

Every Semester

CHM 195 Honors Study

Honors Study is designed to give outstanding students an opportunity to do independent work in their major under the guidance of a member of the faculty. There are no regular class meetings. To be eligible, students must have upper-junior or senior status, a cumulative quality-point ratio of 3.00 and a 3.25 ratio in their major subject, and the permission of the Department Chair and the Dean. A total of six credits of Honors Study is the maximum allowed. (Not open to students who have successfully completed CHM 186, 187.)

Pre-requisite of CHM 136 is required.

Credits: 3

Every Semester

CHM 196 Honors Study

Honors Study is designed to give outstanding students an opportunity to do independent work in their major under the guidance of a member of the faculty. There are no regular class meetings. To be eligible, students must have upper-junior or senior status, a cumulative quality-point ratio of 3.00 and a 3.25 ratio in their major subject, and the permission of the Department Chair and the Dean.

A total of six credits of Honors Study is the maximum allowed. (Not open to students who have successfully completed CHM 186, 187.)

Pre-requisite of CHM 136 is required.

Credits: 3

Every Semester

DEPARTMENT OF MATHEMATICS

Professors: Myers, Park, Zuckerberg
Professors Emeriti: Posmentier, Stanley,
Zuckerman

Associate Professors: Allan, Bednarchak (Chair),
Su

Associate Professors: Emeriti Farber, Tucker

Adjunct Faculty: 21

The Department of Mathematics offers the B.S in Mathematics, which exposes students to the study of spatial relationships, universal patterns and abstract structures. The first three years of study follow a core curriculum, which provides students with a broad foundation of knowledge and equips them with the analytical skills essential for the pursuit of further studies in mathematics at the graduate level. Given the all-pervasive nature of mathematics and its unusual effectiveness as the formal language of science, we support programs not only in chemistry, biology, pharmaceutical research and computer science, but also in the liberal arts disciplines of economics, finance, sociology and psychology.

Our students have the option of majoring in mathematics together with minors in computer science, economics or a physical science.

Mathematics majors are encouraged to develop specific career objectives while pursuing undergraduate studies. Departmental advisers will assist students in exploring career possibilities and in devising a personalized plan of study that will best prepare them to meet their career goals.

An undergraduate major in mathematics followed by graduate work in the same or related areas prepares students for careers in many fields. A partial listing of these fields includes business, banking, technical analysis of markets, mathematical modeling, statistical research, insurance, high technology, teaching at all levels from high school to college and theoretical research in mathematics. Mathematics majors who elect to minor in computer science will be well prepared for employment in computer hardware and software system design and data processing.

Minor in Computer Science or in Economics

Students who want to minor in Computer Science should refer to the section on Computer Science in this bulletin. The following mathematics courses are recommended: MTH 136, MTH 141, MTH 142.

A minor in Economics requires ECO 1, ECO 2, and 12 credits of Economics courses numbered above 100. The following mathematics courses are recommended: MTH 141, MTH 142.

B.S. in Mathematics

B.S., Mathematics

[Program Code: 06936]

Graduation Requirements

Students must satisfy the Placement, Proficiency, Orientation and Core Curriculum criteria outlined in the Graduation Requirements section of this bulletin.

Core Curriculum requirements for this major are summarized below:

Core Seminar 3 credits

Humanities

English Composition 3 credits

English Literature 6 credits

Philosophy 6 credits

Foreign Language 6 credits

Social Sciences

History 6 credits

Social Sciences 6 credits

(ANT, ECO, POL, PSY, SOC)

Science and Mathematics

Mathematics 4 credits

Sciences 10 credits

(BIO, CHM, PHY)

Communication, Visual & Performing Arts

Speech 3 credits

Visual & Performing Arts 3 credits

(ART, DNC, MUS, THE)

Ancillary Requirements

CS	101	Fundamentals of Computer Science and Information Sciences	3.00
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Distribution Requirement

Must complete two courses numbered 100 or above in one of the following subjects: computer science, economics, teaching and learning or science.

Major Requirements

The following courses must be fulfilled:

MTH	101	Calculus II	4.00
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MTH	102	Calculus III	4.00
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Choose one (1) course from below:

MTH	105	Applied Mathematics	4.00
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MTH	107	Advanced Calculus	3.00
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Choose one (1) course from below:

MTH	106	Applied Mathematics	4.00
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MTH	108	Advanced Calculus	3.00
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Choose one (1) course from below:

MTH	121	Introduction to Modern Algebra	3.00
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MTH	122	Linear Algebra	3.00
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Credit and GPA Requirements

Minimum Total Credits: 128

Minimum Liberal Arts and Sciences Credits: 64

Minimum Major Credits: 24

Minimum Credits in Courses > 100 Level: 48

Ancillary Requirement: see above

Distribution Requirement: see above

Minimum Major GPA: 2.0

Minimum Overall GPA: 2.0

MINORS

Minor in Mathematics

Students who wish to minor in mathematics are required to successfully complete, with a grade of C or higher, a minimum of 12 credits in courses numbered above 100. Courses taken as a graduation requirement for a major may not be applied to the minor. No more than 6 transfer credits may be applied to the 12 credit total.

Credit and GPA Requirements

Minimum Total Credits: 12

Minimum Minor GPA: 2.0

Mathematics Courses

MTH 10 Basic Mathematics

College algebra. Algebraic operations; quadratic, exponential and logarithmic functions; basic geometric topics; right triangle trigonometry.

In order to register for MTH 10 one of the following requirements must be satisfied: DSM 09 or MW 9 is required or the placement exam; or a score of 460 or higher in the Math SAT exam; ; or a score of 22 or higher on the ACT Assessment exam.

Credits: 3

All Sessions

MTH 11Y Elementary Mathematics with Applications I

Review of elementary algebra, linear functions, graphs, slopes, straight lines, inequalities, applications, matrices, linear systems, determinants, systems of linear inequalities, linear programming, the graphical method, quadratic functions, parabolas, applications, exponential and logarithmic functions. Business mathematics topics are also covered such as: compound interest, discounts, annuities, depreciation, amortization and sinking funds.

Pre-requisite of MTH 10 is required.

Credits: 3

On Demand

MTH 11Z Fundamentals of Modern Mathematics

Elementary logic, sets and numeration; the development of number systems; natural numbers, integers, rational numbers, real numbers and complex numbers; functions, equations and inequalities; classical and modern geometries; measurement and mensuration; permutations, combinations, probability, and elementary statistics.

Pre-requisite of MTH 10 is required.

Credits: 3

Every Fall

MTH 12Y Elementary Mathematics with Applications II

Linear programming: the simplex method. Additional topics on matrices. Differential and integral calculus through the transcendental functions, with various applications.

Pre-requisite of MAT 11Y is required.

Credits: 3

On Demand

MTH 12Z Fundamentals of Modern Mathematics

Elementary logic, sets and numeration; the development of number systems; natural numbers, integers, rational numbers, real numbers and complex numbers; functions, equations and inequalities; classical and modern geometries; measurement and mensuration; permutations, combinations, probability, and elementary statistics. Offered as a tutorial with permission of the Department.

Pre-requisite of MTH 11Z is required.

Credits: 3

On Occasion

MTH 15 Mathematical Tools and Their Use

Inductive reasoning, proportions, elementary set theory and its applications; integers, rational numbers, irrational numbers and real numbers; rules of exponents and scientific notation; linear equations and inequalities; quadratic functions and their graphs; consumer mathematics; basic probability; selected topics in statistics. Calculator use is emphasized. Students are required to use a calculator specified by the instructor. Students who have taken MAT 16 or 11y are exempt from MAT 15.

In order to register for MTH 15 one of the following requirements must be satisfied: DSM 09 is required or the placement exam; or a score of 460 or higher in the Math SAT exam; ; or a score of 22 or higher on the ACT Assessment exam.

Credits: 4

All Sessions

MTH 16 Finite Mathematics

Selected topics from matrix algebra, linear programming, consumer mathematics, probability, theory of games, graphs, and trees. Students who have taken MAT 15 or 11Y are exempt from MAT 16.

In order to register for MTH 16 one of the following requirements must be satisfied: DSM 09 or MW 9 is required or the placement exam; or a score of 460 or higher in the Math SAT exam; ; or a score of 22 or higher on the ACT Assessment exam.

Credits: 3

All Sessions

MTH 30 Pre-Calculus Mathematics

Fundamental concepts of sets and the real and complex number systems; algebraic and trigonometric functions and relations; inequalities.

In order to register for MTH 30 one of the following requirements must be satisfied: MTH 10 or the placement exam; or a score of 530 or higher in the Math SAT exam; or a score of 25 or higher on the ACT Assessment exam.

Credits: 4

All Sessions

MTH 40 Calculus I

Limits and continuity; analytic geometry; theorems on derivatives and definite integrals; and various applications of such theorems involving exponential, logarithmic, trigonometric and hyperbolic functions.

Pre-requisite of MTH 30 is required.

Credits: 4

All Sessions

MTH 100 Introductory Statistics

Sampling techniques, measures of central tendency and variability, probability modes in statistical inference, estimation and hypothesis testing, the Chi-square test, regression and correlation. Not

open for credit to mathematics majors and minors. *Pre-requisites of MTH 10 or MTH 15 or MTH 16 are required.*

Credits: 3

All Sessions

MTH 101 Calculus II

Methods of integration; limits, indeterminate forms; approximations; parametric and polar equations, infinite series.

Pre-requisite of MTH 40 is required.

Credits: 4

Every Fall

MTH 102 Calculus III

Partial differentiation; multiple integration; center of mass, moments of inertia; vectors, solid analytic geometry, line integrals and Green's Theorem; elementary differential equations.

Pre-requisite of MTH 101 is required.

Credits: 4

Every Spring

MTH 104 Differential Equations

Linear equations with constant coefficients, applications, undetermined coefficients, variation of parameters, differential operators, Laplace transforms, systems of equations, equations of first order by higher degree, special equations of second order, power series solutions, methods of Frobenius, elementary partial differential equations, Fourier series, introduction into boundary value problems, existence and uniqueness of solutions.

Pre-requisite of MTH 102 is required.

Credits: 3

On Occasion

MTH 105 Applied Mathematics

Ordinary linear differential equations, including existence and uniqueness of solutions; series solution of differential equations, including Legendre polynomials and Bessel functions; Laplace transforms; matrices, determinants, eigenvalues and eigenvectors with application to linear systems.

Pre-requisite of MTH 102 is required.

Credits: 4

On Occasion

MTH 106 Applied Mathematics

Vector analysis, including vector algebra, vector differential calculus, line and surface integrals and the theorems of Gauss, Green and Stokes; Fourier series and integrals; partial differential equations, including boundary value problems; beta, gamma and error functions; asymptotic expansions.

Pre-requisite of MTH 105 is required.

Credits: 4

On Occasion

MTH 107 Advanced Calculus I

The real number system, limits and continuity, differentiation and integration of elementary functions and functions of several variables, curves and surfaces, partial differentiation.

Pre-requisite of MTH 102 is required.

Credits: 3

On Occasion

MTH 108 Advanced Calculus II

Multiple integration; infinite and power series; uniform convergence and limits; improper, line, and surface integrals; Fourier series; differential geometry.

Pre-requisite of MTH 107 is required.

Credits: 3

On Occasion

MTH 111 Complex Variables

Complex numbers; analytic function, Cauchy-Riemann equations, harmonic functions; elementary functions, mappings; the Cauchy-Goursat and Morera theorems; Cauchy integral formula, power-series: Laurent series; uniform convergence; residues and poles; conformal mapping.

Pre-requisite of MTH 102 is required.

Credits: 3

On Occasion

MTH 121 Introduction to Modern Algebra

A survey of the concepts of modern abstract algebra, including investigation of groups, fields and rings, with special attention to group theory.

Pre-requisite of MTH 40 is required.

Credits: 3

On Occasion

MTH 122 Linear Algebra

Vectors and vector spaces, matrices and determinants, eigenvalues and eigenvectors, linear systems, linear transformations.

Pre-requisite of MTH 40 is required.

Credits: 3

On Occasion

MTH 124 Introduction to Number Theory

Properties of integers, including divisibility and factorization; Euler and other number theoretic functions; theorems of Fermat, Euler and Wilson; primitive roots, quadratic reciprocity.

Pre-requisites of MTH 40 and MTH 12Y or MTH 12Z are required, or with approval of the Department.

Credits: 3

On Occasion

MTH 136 Numerical Analysis

Approximating polynomials, numerical solutions to algebraic and transcendental equations, numerical differentiation and integration, numerical solutions to differential equations.

Pre-requisite of MTH 102 is required.

Credits: 3

On Occasion

MTH 141 Elements of Probability

Combinatorial problems, discrete and continuous random variables, moments and generating functions, some probability distributions, the law of large numbers and the central limit theorem,

stochastic processes.

Pre-requisite of MTH 102 is required.

Credits: 3

On Occasion

MTH 142 Statistical Inference

Sampling and sampling distributions, particularly the t and F distributions; point and maximum likelihood estimation; confidence intervals; significance tests; testing hypotheses. Prerequisite: MAT 141.

Credits: 3

On Occasion

MTH 195 Honors Study

Honors Study is designed to give outstanding students an opportunity to do independent work in their major under the guidance of a member of the faculty. There are no regular class meetings. To be eligible, students must have upper-junior or senior status, a cumulative quality-point ratio of 3.00 and a 3.25 ratio in their major subject, and the permission of the Chair of the Department and the Dean. A total of six credits of Honors Study is the maximum allowed.

Credits: 3

On Demand

MTH 196 Honors Study

Honors Study is designed to give outstanding students an opportunity to do independent work in their major under the guidance of a member of the faculty. There are no regular class meetings. To be eligible, students must have upper-junior or senior status, a cumulative quality-point ratio of 3.00 and a 3.25 ratio in their major subject, and the permission of the Chair of the Department and the Dean. A total of six credits of Honors Study is the maximum allowed.

Credits: 3

On Demand

MTH 197 Independent Study

Independent study is designed to give students an opportunity to do independent work in mathematics under the guidance of a member of the faculty. Requires permission of the Department Chair and the Dean.

Credits: 1 to 3

On Demand

DEPARTMENT OF PHYSICS

Professors Arons (Chair), Achuthan
 Professors Emeriti Glickman, Kleinman, Clark
 Assistant Professors Kavic, Lippert
 Adjunct Faculty: 5

Richard L. Conolly College does not offer a degree program in physics at this time. The Physics Department is primarily a service department supplying a sound underpinning for majors in pharmacy, physical therapy, and other health sciences as well as for chemistry and biology majors. In those courses, emphasis is placed upon understanding basic concepts and honing problem solving skills. In the course for liberal arts students, emphasis is placed on conceptual understanding. Topics covered in all physics courses include: Newtonian Mechanics, energy and its conservation, electromagnetism, optics, and an introduction to relativity and atomic and nuclear physics. Relevance to such areas as climate change, space exploration, alternative energies and nuclear radiation are examined.

Physics Courses

PHY 20 The Physical Universe

An introduction to the fundamental principles that govern the physical universe, including the behavior of particles smaller than an atom and objects larger than the sun. The basic laws of nature, various forces, and different forms of energy are explored. Examples are drawn from the physical, biological and chemical sciences and from applied technology. Three lecture hours, two laboratory hours.
The pre-requisite of DSM 09, or Math 15, or Math 16, or Math 30 or Math 40 is required. Course not open to science majors.

Credits: 4

All Sessions

PHY 27 Physics for Pharmacy

An introductory non-calculus-based physics course for freshman and sophomore Pharmacy majors. Selected topics in mechanics, fluid mechanics, electricity, magnetism, optics, modern physics and quantum mechanics are investigated. Two lecture hours, one two-hour recitation period, one two-hour laboratory period. (Note: Students interested in premedical and pre-dental programs or in BIO, CHE or PT are required to take PHY 31-32.)

Pre-requisite of MTH 30 is required.

Credits: 4

Every Fall and Spring

PHY 31 General Physics

The standard introduction to physics intended primarily for science majors, but may be taken by non-science students. First semester: mechanics, properties of matter, special theory of relativity, fluid mechanics, thermal physics, vibrations, waves and sound. Two lecture hours, one two-hour recitation period, one two-hour laboratory period.

Pre-requisite of MTH 30 is required.

Credits: 4

Every Fall and Spring

PHY 32 General Physics

The standard introduction to physics intended primarily for science majors, but may be taken by non-science students: electricity, magnetism, optics, relativity, atomic and nuclear physics. Two lecture hours, one two-hour recitation period, one two-hour laboratory period.

The pre-requisites of PHY 31 and MAT 30 are required.

Credits: 4

Every Fall and Spring

Social Science (Division III)

The Social Science Division offers majors in economics, history, political science, psychology, and anthropology/sociology. Each major provides the theoretical and practical background for entry into many private and government enterprises. An interdisciplinary major is available in the social sciences, and students can minor in every Social Science Division subject area, in addition to Latin American and Caribbean studies, Asian studies, criminal justice, political geography and urban studies. Graduate study on the master's level is offered in most undergraduate majors (M.A., M.S.), and the Ph.D. is offered in clinical psychology.

Students must fulfill the requirements of the core curriculum, and satisfy the requirements of their major. Of the 128 credits required for graduation, at least 48 must be earned in courses numbered above 100.

DEPARTMENT OF ECONOMICS

Associate Professor: G. Rodriguez (Chair)

Assistant Professor: M. Sami

Professors Emeriti: Lombardi, Varma

Adjunct Faculty: 4

The major in economics offers a unique combination of theory and practical applications, preparing students to think analytically about real world economic problems. Not only is majoring in economics considered to be a lucrative option with remarkable job market versatility, but it also provides intellectual challenges likely to appeal to inquisitive minds. Indeed, this field usually attracts undergraduate students who enjoy using intuitive logical arguments to gain insight into socioeconomic problems and public policy issues. Their work is often inspired not only by practical considerations but also by their intellectual curiosity and a desire to contribute to society.

The program seeks to equip students with the basic tools needed to understand the operation of a modern economy, including the role of markets and organizations in the allocation of resources as well as the factors that determine income, employment and economic growth. Aside from the introductory economics sequence (Economics I and II), the department offers a variety of more advanced elective courses, including Money and Banking, Economic Development, Industrial Organization, Government Regulation, Public Finance, Urban Economics, International Economics and other subjects. The underlying goal is to train students in the use of formal analysis and empirical observation to examine varied socioeconomic issues, developing several valuable skills in the process, including the ability to apply logical and quantitative methods to economic problems, the ability to draw inferences from data, and the ability to present economic ideas in compelling writing and speech.

An undergraduate education in economics also brings about a considerable vocational benefit. In pursuing an economics concentration, students are introduced to research methods and quantitative techniques, developing analytical skills and communication skills that constitute a relevant background for several professions. Indeed, the B.A. in Economics provides a sound foundation not only for graduate study and a career in economics but also for careers in business, law, public service, education, journalism, urban affairs, international relations and other fields. In particular, many undergraduate economics majors enroll in law schools and in graduate business programs after graduation. In addition, economics majors seeking employment immediately after college often find job opportunities in management, insurance, real estate, financial analysis, computing systems, consulting, banking, sales and public administration.

Economics majors are encouraged to consider

the possibility of complementing their studies with a minor in a discipline like business, mathematics, computer science, political science, history, sociology or anthropology. In fact, ambitious students have often embraced the challenge of double majoring in economics and one of the aforementioned disciplines. Students preparing to teach in the field of economics at the secondary school level should consult the Teaching and Learning section of the bulletin for further requirements.

B.A. in Economics

B.A., Economics

[Program Code: 06955]

Graduation Requirements

Students must satisfy the Placement, Proficiency, Orientation and Core Curriculum criteria outlined in the Graduation Requirements section of this bulletin.

Core Curriculum requirements for this major are summarized below:

Core Seminar 3 credits

Humanities

English Composition 3 credits

English Literature 6 credits

Philosophy 6 credits

Foreign Language 6 credits

Social Sciences

History 6 credits

Social Sciences 6 credits

(must take ECO 1 and 2)

Science and Mathematics

Mathematics* 3 or 4 credits

Sciences 10 credits

(BIO, CHEM, PHY)

Communication, Visual & Performing Arts

Speech 3 credits

Visual & Performing Arts 3 credits

(ART, DNC, MUS, THE)

* Economics majors are required to take a single mathematics course from a list including MTH 15, MTH 16, MTH 11y, MTH 40 or higher. However, many of them could benefit from exposure to a broader quantitative coursework as determined in consultation with economics faculty advisors.

Major Requirements

- Majors must complete 24 credits in advanced economics courses numbered 100 or above, selected in consultation with their economics advisor.
- Majors must also complete 3 credits from Social Science 200 Series (Capstone Seminar).

Distribution Requirement

To satisfy this requirement, majors must complete two courses numbered 100 or above in one of the following subjects: MTH, HIS, POL, SOC, ANT, PSY, CS, MAN, MKT, ACC, FIN, QA (Introductory courses must be completed). A MTH

distribution is strongly recommended for students who plan to pursue graduate studies in economics.

Credit and GPA Requirements

Minimum Total Credits: 128

Minimum Liberal Arts and Sciences Credits: 96

Minimum Major Credits: 24

Minimum Credits in Courses >100 Level: 48

Ancillary Course Requirements: None

Distribution Requirement: see above

Minimum Major GPA: 2.0

Minimum Overall GPA: 2.0

MINORS

Minor in Economics

A Minor in Economics requires 15 ECO credits at or above the 100 level, in addition to a core ECO 1 or 2 class. Since both ECO 1 and ECO 2 are recommended pre-requisites to many of the advanced economics courses, it is strongly recommended that students take both courses.

Credit and GPA Requirements

Minimum Total Credits: 15

Minimum Minor GPA: 2.00

Economics Courses

ECO 1 Introduction to Economics

After an elementary introduction to the role of markets in allocating economic resources, this course focuses on the factors that determine aggregate income, employment and price level from a macroeconomic perspective. It examines the interaction of markets for aggregate output, labor and money, addressing the role of the government in short-run stabilization and the factors that determine long-run economic growth.

Credits: 3

Every Fall, Spring and Summer

ECO 2 Introduction to Economics

This course provides an introduction to microeconomics, focusing on the role of markets in allocating economic resources. In some idealized perfectly competitive markets, the behavior of firms and consumers, which can be represented in terms of supply and demand curves, leads to "socially efficient" equilibrium outcomes. However, market outcomes may not necessarily be efficient in many realistic economic environments, justifying a role for the government in promoting economic efficiency. The course also examines the government's role in promoting "equity" through taxation, stressing the possibility of a trade-off between efficiency and equity.

Credits: 3

Every Fall, Spring and Summer

ECO 101 Microeconomic Analysis

This course provides a detailed analysis of rational consumer and firm behavior, examining the relationship between such behavior and the efficient allocation of resources in the economy under different market structures.

The pre-requisite of ECO 2 is required.

Credits: 3

Rotating Basis

ECO 102 Macroeconomic Analysis

This course examines the factors that influence the level of national income and the unemployment rate, focusing on the role of aggregate real and financial markets in determining the overall performance of the economy. The course also examines the government's role in mitigating the effect of supply and demand shocks, and in promoting long run economic growth.

The pre-requisite of ECO 1 is required.

Credits: 3

Rotating Basis

ECO 105 Money and Banking

This course provides a systematic study of the monetary and financial institutions of a modern economy. Emphasis is placed on how various monetary factors affect real economic activity, and on the government's role in conducting monetary policy and regulating the financial system.

Pre-Requisite of ECO 1 or permission of Instructor

is required.

Credits: 3

Rotating Basis

ECO 113 Labor Economics

This course provides an introduction to the economic analysis of labor markets, exploring the role of technological progress and international trade patterns as well as human capital, labor unions and employment discrimination in explaining employment and wage patterns.

The pre-requisite of ECO 2 is required or permission of the Instructor.

Credits: 3

On Occasion

ECO 115 Industrial Economics

This course provides an introduction to Industrial Organization, a field that focuses on how firms, interacting through markets, attempt to exploit opportunities for profit. The standard models of perfect and imperfect competition are examined, emphasizing the strategic behavior of the firms.

Topics include pricing models and other strategic aspects of business practice, including entry deterrence, patent races and collusion.

Pre-Requisite of ECO 2 or Permission of Instructor is required.

Credits: 3

Rotating Basis

ECO 116 Government Regulation of Business

This course provides an introduction to industrial regulation, a field that focuses on how government policy can improve market performance. The role of economic and social regulation is examined, focusing on environments that exhibit market failure due to economies of scale, externalities and imperfect information. Topics include multi-product monopoly pricing and price discrimination, incentive regulation in presence of informational asymmetries and imperfect commitment, regulatory reform and deregulation, environmental regulation and regulation of the financial sector.

Pre-Requisite of ECO 2 or Permission of Instructor is required.

Credits: 3

Rotating Basis

ECO 117 History of Economic Thought

This course surveys the principal currents of economic thought in their historical perspective, emphasizing the role of the leading economic schools. The contributions of such thinkers as Adam Smith, David Ricardo, Karl Marx, Leon Walras, Alfred Marshall and John Maynard Keynes receive particular attention, as well as the role of information, incentives and dynamics in modern economic theory.

Credits: 3

On Occasion

ECO 123 Economics Statistics I

This course provides an introduction to statistics,

surveying several concepts of particular interest in economic applications. After a brief review of descriptive statistics and elementary probability concepts, the foundations of sampling, estimation and hypothesis testing are examined. Linear regression methods and statistical decision theory, which play a central role in econometrics and economic theory, are introduced.

The pre-requisites of ECO 1 and 2 are required or permission of the Instructor.

Credits: 3

On Occasion

ECO 124 Economics Statistics II

This course provides an introduction to econometrics, which consists in the application of statistical techniques to economics. Topics include statistical inference using bivariate and multivariate regression, extensions to problems involving heteroskedasticity and misspecification, and applications to the analysis of time series.

The pre-requisite of ECO 123 is required.

Credits: 3

On Occasion

ECO 125 International Economics

This course provides an introduction to international trade, an area of economics that focuses on the causes and consequences of the presence of trade among nations. It examines such fundamental topics as the concept of comparative advantage in the context of the Ricardian model, the connection between factor mobility and income distribution, the role of trade policy and protectionism in industrialized and developing economies, the presence of imperfect competition in international markets, and the globalization debate (same as International Business 125).

Pre-Requisite of ECO 2 or Permission of Instructor is required.

Credits: 3

Cross-Listings: ECO 125, IBU 125

Rotating Basis

ECO 126 International Finance

This course provides an introduction to open-economy macroeconomics, focusing on the flow of capital across international financial markets and the effects of exchange rate and monetary policy on those flows. It surveys a variety of topics, including purchasing power parity and exchange rate determination in foreign exchange markets, the Mundell-Fleming model of output and exchange rate determination under fixed and flexible exchange rates, speculative attacks and the causes and consequences of international financial crises. The course will also discuss various recent policy debates, the role of global imbalances in the recent financial crisis, and several recent proposals to reform the international financial system.

The pre-requisite of ECO 1 is required or Permission of Instructor is required.

Credits: 3

Rotating Basis

ECO 132 Comparative Economic Systems

This course provides a comparative analysis of a variety of capitalist and non-capitalist systems, paying special attention to the economy of the United States, the transition of former Communist countries of Eastern Europe to market economies, the mixed economies of Western Europe and Japan and the fast growing economy of Communist China. The comparison among economic systems relies on the observation that different ways of organizing economic activity amount to different information transmission protocols and incentives for the economic agents, which explains different economic performance.

Credits: 3

On Occasion

ECO 133 Public Finance and Fiscal Policy

This course provides an introduction to the microeconomic analysis of the public sector. It examines the government's role in a market economy, focusing on the regulation of externalities, the provision of public goods and social insurance, and the redistribution of income. In particular, it examines the major expenditure programs, including Social Security, Medicare, Education and Defense, as well as the generation of government revenues through taxation and deficit financing, addressing efficiency and equity considerations.

Pre-Requisite of ECO 2 or Permission of Instructor is required.

Credits: 3

Rotating Basis

ECO 138 Economic Development

This course examines some of the economic challenges that emerge in connection to the development of poor areas. Discussion centers around the principles of economic growth, population problems, land reform, methods of capital accumulation and techniques of planning.

Credits: 3

On Occasion

ECO 140 Urban Economics

An analysis of economic problems arising in modern urban centers. Topics discussed include past and present economic functions of cities; location theory, urban labor and migration problems; and the economics of urban services, such as transportation, education, health and welfare. The impact of race, poverty and the urban ghetto are studied in the light of a central concern with the political economy of a highly urbanized society.

Pre-Requisite of ECO 2 or Permission of Instructor is required.

Credits: 3

On Occasion

ECO 195 Honors Study

Honors Study is designed to give outstanding students an opportunity to do independent work in their major under the guidance of a member of the

faculty. There are no regular class meetings. To be eligible, students must have upper-junior or senior status, a cumulative quality-point ratio of 3.00 and a 3.25 ratio in their major subject, and the permission of the Chair of the Department and the Dean. A total of six credits of Honors Study is the maximum allowed.

Credits: 3

On Demand

ECO 196 Honors Study

Honors Study is designed to give outstanding students an opportunity to do independent work in their major under the guidance of a member of the faculty. There are no regular class meetings. To be eligible, students must have upper-junior or senior status, a cumulative quality-point ratio of 3.00 and a 3.25 ratio in their major subject, and the permission of the Chair of the Department and the Dean. A total of six credits of Honors Study is the maximum allowed.

Credits: 3

On Demand

ECO 197 Independent Study

Independent reading and research in the chosen field of economics. Training is provided in techniques of critical analysis and independent research. Three credits. Prerequisites: Senior year status and satisfactory of a minimum of 12 credits in advanced economics. Permission of the Chair and the Dean.

Credits: 3

On Demand

ECO 198 Independent Study

Independent reading and research in the chosen field of economics. Training is provided in techniques of critical analysis and independent research. Three credits. Prerequisites: Senior year status and satisfactory of a minimum of 12 credits in advanced economics. Permission of the Chair and the Dean.

Credits: 3

On Demand

DEPARTMENT OF HISTORY

Professors Dorinson, Warmund (Chair), Wilson, Xia
 Professors Emeriti Gabel, Lane, Necheles-Jansyn
 Associate Professors Jones, Horstmann Gatti, Agrait
 Associate Professor Emeritus Reilly
 Adjunct Faculty: 6

Studying history offers both personal rewards and practical advantages. Guided by a faculty of accomplished historians, students explore historical events through various lenses, analyzing political, social, cultural, and economic developments around the world in different time periods; this approach provides students with a global perspective on how the individuals, ideas, and conflicts of the past have shaped the world in which we live and how they may eventually help to guide our future. Through courses in American, European, African, Eurasian, Latin American, social and comparative history, students improve their analytical, research, writing, and communication skills that open doors to a broad range of challenging and better-paying careers.

The **128-credit B.A. in History** provides students with the knowledge and intellectual power that allow them to pursue multiple career paths. For example, this program can lead to fulfilling and successful careers in elementary, secondary and college teaching; law; journalism; archival and museum work; public and business history; and local and national history. History majors are encouraged to develop specific career objectives while pursuing undergraduate studies. Faculty mentors will assist students in exploring career possibilities and in devising a personalized plan of study that will best prepare them for their career goals.

Students preparing to teach on the secondary school level should consult the Teaching and Learning section for additional requirements.

B.A. in History

B.A., History

[Program Code: 06957]

Graduation Requirements

Students must satisfy the Placement, Proficiency, Orientation and Core Curriculum criteria outlined in the Graduation Requirements section of this bulletin.

Core Curriculum requirements for this major are summarized below:

Core Seminar 3 credits

Humanities

English Composition 3 credits

English Literature 6 credits

Philosophy 6 credits

Foreign Language 6 credits

Social Sciences

History 6 credits

Social Sciences 6 credits

(ANT, ECO, POL, PSY, SOC)

Science and Mathematics

Mathematics 3 - 4 credits

Sciences 10 credits

(BIO, CHM, PHY)

Communication, Visual & Performing Arts

Speech 3 credits

Visual & Performing Arts 3 credits

(ART, DNC, MUS, THE)

Distribution Requirement

To satisfy this requirement, students must complete two courses numbered 100 or above in one of the following subjects: economics, political science, psychology, sociology, anthropology.

Major Requirements

The following courses are required.

HIS 100 The American Experience 3.00

HIS 108 The United States in the Twentieth Century 3.00

Two courses from the following are required.

HIS 120 The Middle Ages 3.00

HIS 124 The Beginnings of the Modern World 3.00

HIS 125 The Western Impact on the World 1789-1914 3.00

HIS 126 European Civilization in the Twentieth Century 3.00

Two courses from the following are required.

HIS 141 The Ancient World 3.00

HIS 144 East Asia: The Modern Period 3.00

HIS 157 History of Latin America 3.00

HIS 159 History of the Contemporary World 3.00

- Four (4) additional advanced (above 100 level) History courses are required.
- One (1) course from the Social Science 223, 224 series is required.

Credit and GPA Requirements

Minimum Total Credits: 128

Minimum Liberal Arts and Sciences Credits: 96

Minimum Major Credits: (including HIS core) 36

Minimum Credits in Courses >100 Level: 48

Distribution Requirements: See above

Minimum Major GPA: 2.0

Minimum Overall GPA: 2.0

MINORS

Minor in History

A history minor requires a total of 15 credits of history courses numbered 100 or above including HIS 100 or HIS 108.

Credit and GPA Requirements

Minimum Total Credits: 15

Minimum Minor GPA: 2.0

History Courses

HIS 1 History of Civilizations to 1500

The evolution of civilization in Africa, the Americas, Asia, the Middle East and Europe until the voyages of discovery. Emphasis is placed on the growth of independent cultural traditions and diffusion of ideas, institutions and peoples.

Credits: 3

All Sessions

HIS 2 History of Civilizations Since 1500

The evolution of civilizations from the voyages of discovery through the scientific, political and industrial revolutions to the present. Emphasis is placed on the interaction of the Western and non-Western worlds.

Credits: 3

All Sessions

HIS 100 American Civilization I

A survey of the growth and development of the United States from the establishment of the British colonies in North America through the Civil War. This course will examine the evolution of American political, economic and social institutions and values, as they were created, challenged and changed throughout this period of history and will analyze the varying perspectives of people of different races, classes, religions, genders and regions.

This is a designated Writing Across the Curriculum (WAC) course, and all students will complete a research paper.

The pre-requisites of HIS 1 and HIS 2, or HHI 21 and HHI 22, are required.

Credits: 3

Bi-annually

HIS 103 The Colonial Period in American History

An examination of cultural and institutional developments in Colonial America, tracing roots in Europe and Africa, from Colonial times to causes, conduct and consequences of the Revolution.

The pre-requisites of HIS 1 and HIS 2, or HHI 21 and HHI 22, are required.

Credits: 3

On Occasion

HIS 107 The Gilded Age and the Progressive Era in America

An examination of America's transition from an agricultural, rural and relatively homogeneous nation to one that is industrialized, urban and ethnically diverse. Topics covered include the processes of industrialization and urbanization; the role of immigration, race, class, ethnicity and gender; the impact of politics, corruption and reform movements.

The pre-requisites of HIS 1 and HIS 2, or HHI 21 and HHI 22, are required.

Credits: 3

On Occasion

HIS 108 American Civilization II

A survey of the history of the United States from the end of the Civil War to the present. This course will examine the evolution of American political, economic and social institutions and values, as they were created, challenged and changed throughout this period of history and will analyze the varying perspectives of people of different races, classes, religions, genders and regions. This is a designated Writing Across the Curriculum (WAC) course, and all students will complete a research paper.

The pre-requisites of HIS 1 and HIS 2, or HHI 21 and HHI 22, are required.

Credits: 3

Rotating Basis

HIS 109 Depression and Wartime America as Reflected in the Hollywood Film

Political, economic and social developments during the Great Depression in America and the course taken by the United States from neutrality to reluctant belligerency and, finally, to war. Lectures supplemented by Hollywood films.

The pre-requisites of HIS 1 and HIS 2, or HHI 21 and HHI 22, are required.

Credits: 3

On Occasion

HIS 116 African-American History

The history of the black people of America from their African origins to the present, stressing themes of accommodation, protest and self-determination.

The pre-requisites of HIS 1 and HIS 2, or HHI 21 and HHI 22, are required.

Credits: 3

Rotating Basis

HIS 117 The United States in the 1960s

The tumultuous decade of the 1960s in the United States: the Civil Rights struggle, the women's liberation movement, the New Left, the counterculture, and the largest youth rebellion in American history.

The pre-requisites of HIS 1 and HIS 2, or HHI 21 and HHI 22, are required.

Credits: 3

On Occasion

HIS 120 The Middle Ages

Europe from the last centuries of the Roman Empire through the fourteenth century. The origin and development of attitudes and institutions characteristic of the Medieval period, including feudalism and the emergence of centralized government, the organization and spiritual mission of the church, commerce and the guild system, the place of women and children in society, and art and architecture.

The pre-requisites of HIS 1 and HIS 2, or HHI 21 and HHI 22, are required.

Credits: 3

Rotating Basis

HIS 124 The Beginnings of the Modern World

A survey of European history from the Thirty Years War to the French Revolution, stressing forces promoting political, social and intellectual change in Europe itself while consolidating a system of colonial control and forced labor abroad.

The pre-requisites of HIS 1 and HIS 2, or HHI 21 and HHI 22, are required.

Credits: 3

Rotating Basis

HIS 125 The Western Impact on the World 1789-1914

A study of the impact of the influence of the French and Industrial revolutions on European politics and society, with special emphasis on new ideologies and new class relationships, and the accompanying impact of European commercial dominance and imperial control of Asia and Africa.

The pre-requisites of HIS 1 and HIS 2, or HHI 21 and HHI 22, are required.

Credits: 3

Rotating Basis

HIS 126 European Civilization in the Twentieth Century

A brief survey of the period of the two world wars and the rise of fascism and communism followed by a closer look at European society since 1945: the politics of the Cold War, economic recovery and evolution of the European Economic Community in the West, economic stagnation and political repression in the East, and the collapse of communism and the breakup of the Soviet Union.

The pre-requisites of HIS 1 and HIS 2, or HHI 21 and HHI 22, are required.

Credits: 3

Rotating Basis

HIS 141 The Ancient World

A survey of the history of the Ancient World from the earliest civilizations of Egypt and Mesopotamia to the decline of the Roman Empire, with particular reference to the emergence of government and society, the spread of commerce, the place of art and architecture in public and private life, and the various roles of women.

The pre-requisites of HIS 1 and HIS 2, or HHI 21 and HHI 22, are required.

Credits: 3

Rotating Basis

HIS 144 East Asia: The Modern Period

Traces the history of China, Japan and Korea from the period of extended Western contact from 1650 to the present. Includes such topics as the rise of nationalism and communism, the entry of East Asia into the family of nations, and the transformation of the traditional social structures that has accompanied the process of modernization.

The pre-requisites of HIS 1 and HIS 2, or HHI 21 and HHI 22, are required.

Credits: 3

Bi-annually

HIS 157 History of Latin America

A survey of the history of Latin America, including both the colonial and the national periods.

The pre-requisites of HIS 1 and HIS 2, or HHI 21 and HHI 22, are required.

Credits: 3

Rotating Basis

HIS 158 American Foreign Relations: Since 1789

A survey of U.S. diplomatic history from 1789 to the present - the rise of the United States from thirteen Atlantic states into a transcontinental nation and global super power. Topics include the Revolutionary War; continental expansion; the Mexican War; late nineteenth-century imperialism; the Spanish- American-Cuba-Filipino War; Woodrow Wilson and World War I; 1920s unilateralism; FDR and World War II; the Cold War; Third World nationalism and U.S. interventions; the Vietnam War; and the Middle Eastern crisis.

The pre-requisites of HIS 1 and HIS 2, or HHI 21 and HHI 22, are required.

Credits: 3

Rotating Basis

HIS 159 History of the Contemporary World

Survey of the contours and patterns of an emerging global civilization: World War II and the eclipse of Europe; the collapse of the colonial empires and the emergence of the Third World; ideology, politics and social forces in the new states of Asia and Africa; the strategies and failures of the superpowers; the growing tensions between the industrialized and non-industrialized sectors of the world.

The pre-requisites of HIS 1 and HIS 2, or HHI 21 and HHI 22, are required.

Credits: 3

On Occasion

HIS 164 Women in History

The roles of women in the development of Western and non-Western societies from ancient times to the present, focusing on political participation, cultural creativity and discrimination.

The pre-requisites of HIS 1 and HIS 2, or HHI 21 and HHI 22, are required.

Credits: 3

Rotating Basis

HIS 175 The Social History of Sports: A Search for Heroes

A study of the way in which Americans and others have played over time; an analysis of how athletes have mirrored the values and reflected the fantasies of their times.

The pre-requisites of HIS 1 and HIS 2, or HHI 21 and HHI 22, are required.

Credits: 3

Rotating Basis

HIS 180 Culture and Society in Humor

An examination of humor as a key to understanding the conflict and controls inherent in

all cultures, inviting analysis, synthesis, and creation of comedy as a means of cracking the codes of American culture.

The pre-requisites of HIS 1 and HIS 2, or HHI 21 and HHI 22, are required.

Credits: 3

On Occasion

HIS 190 Colloquium

Reading and group discussion of specially selected books of major historical importance. Emphasis on new interpretations. May be repeated for credit if subject matter differs. Offered as a tutorial with department approval.

The pre-requisites of HIS 1 and HIS 2, or HHI 21 and HHI 22, are required.

Credits: 3

On Demand

HIS 195/196 Honors Study

Honors Study is designed to give outstanding students an opportunity to do independent work in their major under the guidance of a member of the faculty. There are no regular class meetings. To be eligible, students must have upper-junior or senior status, a cumulative quality-point ratio of 3.00 and a 3.25 ratio in their major subject, and the permission of the Chair of the Department and the Dean. A total of six credits of Honors Study is the maximum allowed.

The pre-requisites of HIS 1 and HIS 2, or HHI 21 and HHI 22, are required.

Credits: 3

On Demand

HIS 197/198 Independent Study

Independent study enrollment requires Chair and Dean approval.

The pre-requisites of HIS 1 and HIS 2, or HHI 21 and HHI 22, are required.

Credits: 3

On Demand

DEPARTMENT OF POLITICAL SCIENCE

Senior Professor Ehrenberg (Chair)
Professors Stevens Haynes, Sánchez
Professors Emeriti DiMaio, Werner, McSherry
Associate Professor Sheppard
Assistant Professor Fahmy
Adjunct Faculty: 6

The American Political Science Association has developed a broad description of the discipline. "Political Science," it says, "is the study of governments, public policies and political processes, systems, and political behavior." The profession's subfields include American politics, political philosophy, comparative politics, international relations and a host of related fields such as policy studies, political geography, political economy, and studies of particular countries or geographic areas. Political scientists use a variety of approaches to examine the process, systems and political dynamics of all countries and regions of the world.

Students majoring in political science must complete a 30-credit course of study. Several required courses introduce students to the discipline's traditional subfields and to different methods of analysis. There is also considerable room for student choice within the major, and the department offers ample opportunities for independent study, honors theses and internships. Students also may earn a minor in the discipline with 15 credits.

Students with expertise in the study of politics are always in great demand. Government, law, politics, business, journalism, non-profit organizations and education are broad areas of employment for political science students. Political science is a favorite major for prospective lawyers, and it leads to careers in teaching, journalism and government service. Large corporations are always looking for employees with expertise in the analysis of public affairs, and organizations as different as charities, foundations, the armed forces, non-profits and police departments are eager to hire political science majors. A major in political science also can lead to careers as lobbyists, pollsters and commentators, college professors, activists and consultants. Students eligible to graduate as political science majors with honors must be accepted into the Senior Honors Thesis Program (Political Science 190-191).

B.A. in Political Science

B.A., Political Science

[Program Code: 06958]

Graduation Requirements

Students must satisfy the Placement, Proficiency,

Orientation and Core Curriculum criteria outlined in the Graduation Requirements section of this bulletin.

Core Curriculum requirements for this major are summarized below:

Core Seminar 3 credits

Humanities

English Composition 3 credits

English Literature 6 credits

Philosophy 6 credits

Foreign Language 6 credits

Social Sciences

History 6 credits

Social Sciences 6 credits

(ANT, ECO, POL, PSY, SOC)

Science and Mathematics

Mathematics 3 - 4 credits

Science 10 credits

(BIO, CHM, PHY)

Communication, Visual & Performing Arts

Speech 3 credits

Visual & Performing Arts 3 credits

(ART, DNC, MUS, THE)

Distribution Requirement

To satisfy this requirement, majors must complete two courses numbered 100 or above in one of the following subjects: Economics, History, Psychology, Sociology, Anthropology.

Major Requirements - 30 credits

The following one (1) course is required:

POL 11 Power and Politics 3.00

One (1) Course from the following:

POL 150 World Politics 3.00

POL 151 American Foreign Policy 3.00

One (1) Course from the following:

POL 170 Classical Political Theory 3.00

POL 171 Modern Political Theory 3.00

The following one (1) course is required:

POL 185 Seminar: Political Inquiry 3.00

Additional Requirements:

- One (1) course required from American Institutions and Political Practices: POL 129-149
- One (1) course required from International Relations-Foreign Policy: POL 152-159
- One (1) course required from Foreign Political Systems Comparative Politics: POL 160-169
- Students are encouraged to take additional theory courses from POL 170 -179
- One (1) course from the Social Science (SSC) 223, 224 Capstone Series is required in the Senior year.

Credit and GPA Requirements

Minimum Total Credits: 128

Minimum Liberal Arts and Sciences Credits: 96

Minimum Major Credits: 30

Minimum Credits in Courses >100 Level: 48

Ancillary Course Requirements: See above

Minimum Major GPA: 2.0

Minimum Overall GPA: 2.0

MINORS

Minor in Political Science

A political science minor requires 15 POL credits at or above the 100 level.

Credit and GPA Requirements

Minimum Total Credits: 15

Minimum Minor GPA: 2.0

Minor in Political Geography

The political geography minor is a fifteen-credit interdisciplinary program with a flexible curriculum that emphasizes the significance of the role geography has played in shaping political debates historically and contemporaneously.

Political geography has always been about conflict and compromises over boundaries in international relations and national development, international organizations, diplomacy, internal divisions, and voting. It has evolved to incorporate today's new challenges in defining technological, economic, cultural, and religious boundaries. Boundary transgressions occur every day as the traditionally understood parameters of state sovereignty collapse under the pressure of transnational social and economic networks. This often means the difference between life or death as well as development or decay for social orders forced into a perpetual scramble to create, define, and protect physical and virtual boundaries to separate themselves from others, or to project their own identities at the expense of others. This minor empowers students with the technical and conceptual tools necessary for analyzing the political geography of our times and its relevance for the future.

The minor in political geography offers perspectives from numerous courses offered at LIU Brooklyn that focus on the interrelationship between geography and history, culture, economics, politics, and the arts.

The minor in political geography will be especially useful for students pursuing careers in business, computer science, marketing, art, design, media, urban studies, political science, sociology, health sciences, environment, communications, and public administration. Students will train on ESRI ArcGIS software, the industry standard. Only general computer skills are required.

The Political Geography minor requires fifteen credits in approved courses. These include:

POL 166 Politics of Development 3.00

POL 159 Geopolitics 3.00

POL 141 Future Politics 3.00

POL	582	Geopolitics	3.00
POL	667	Future Politics	3.00
ECO	140	Urban Economics	3.00
ECO	138	Economic Development	3.00
SOC	107	Migration	3.00
SOC	125	Globalization	3.00
SOC	113	Urban Anthropology/Sociology	3.00
URB	506	Geography of the City of New York	3.00
URB	550	The Ghetto from Venice to Harlem	3.00
URB	605	Computer Technology	3.00
MKT	345	Telecommunications: Marketing in the Information Age (Prerequisite: MKT 201)	3.00
MKT	338	International Marketing (Prerequisite: MKT 201)	3.00

There is no required course in the minor, but all students will arrange their individual course of study in consultation with the directors of the political geography minor program. Courses outside of those listed will be considered on a case-by-case basis. To participate in the political geography minor, please contact Professor Jose Sanchez at Jose.Sanchez@liu.edu, or Professor Si Sheppard at Simon.Sheppard@liu.edu.

Credit and GPA Requirements

Minimum Total Credits: 15
Minimum Minor GPA: 2.0

Minor in Urban Studies

A 15 credit Urban Studies Minor is available for students seeking the conceptual and analytical tools necessary to understand a wide range of environmental, economic, social, spatial, and political challenges that are critical to the welfare of the billions of people living in cities around the world. The minor focuses on the three academic themes of urban geography, public policy, as well as political and social justice. The fourth emphasis is geographic methods. The urban environment has become increasingly more complex. Cities are the major engines of economic and technological growth for most advanced societies. Cities have also become increasingly interconnected through the global economy. Cities are the most important factor determining the welfare of societies as well as of individuals. In addition, students will have the opportunity to develop skills in geographic information systems (GIS), policy analysis and writing, as well as critical thinking about urban processes. All of these are highly valued by employers.

The growth in GIS jobs, in particular, is above average and the jobs are well paid. Opportunities

range from corporations, non-profits, and government. While this one course, by itself, will not make a student into a GIS professional, it will prepare them for the large and increasing number of employers with need for people who understand and can do rudimentary GIS techniques.

Potential courses for 15 total credits (3 Required courses in **bold**):

- POL 143 - Urban Politics**
- URB 506 - Geography of the City of New York**
- URB 605 - Computer Technology – GIS**
- POL 166 - Politics of Development
- POL 582 - Geopolitics
- HIST 166 - The City in Modern History
- ECO 140 - Urban Economics
- ECO 138 - Economic Development
- SOC 107 - Migration
- SOC 113 - Urban Anthropology/Sociology
- SOC 125 - Globalization
- URB 504 - History of the American Metropolis
- URB 583 - History of the City of New York
- URB 550 - The Ghetto From Venice to Harlem
- MKT 345 - Telecommunications: Marketing in the Information Age. Prereq: MKT 201
- MKT 338 - International Marketing. Prereq: MKT 201

Credit and GPA Requirements

Minimum Total Credits: 15
Minimum Minor GPA: 2.0

Political Science Courses

POL 11 Power and Politics

An introduction to the world of politics and power, from the workplace to the United States Supreme Court. Topics include the family, the community, the evolution of the nation-state, forms of political organization, state and federal governments, the Constitution, Congress, the presidency, and other political institutions and formations.

Credits: 3

Every Fall and Spring

POL 120 Power in America

What is the nature of power in American society? How is it distributed? How is it used? An examination of the different theories of social, economic and political power; the interrelationships among those types of power; the role of race and culture; and the effective use of power.

The pre-requisite of POL 11, or HSS 21, or HSS 22 is required.

Credits: 3

Alternate Years

POL 121 The Legislative Process

An analysis of lawmaking at city, state and national levels. The impact of interests and constituents upon legislators is considered. Selected laws are evaluated through all stages.

The pre-requisite of POL 11, or HSS 21, or HSS 22 is required.

Credits: 3

Alternate Years

POL 122 Presidential Elections

This course will study American presidential elections to investigate the applicability of electoral realignment theory. At the end of each session we will attempt to arrive at a consensus as to whether the election in question best represented the theoretical criteria of critical election; deviating, maintaining or realigning election; or component of secular realignment.

The pre-requisite of POL 11, or HSS 21, or HSS 22 is required.

Credits: 3

Alternate Years

POL 123 Political Parties and Political Behavior

A study of the role of political parties in American government, including problems with respect to organization, finance, campaigns, issues and candidates; their relationship to the citizen-voter; and trends in recent studies on political leadership, election research and political behavior.

The pre-requisite of POL 11, or HSS 21, or HSS 22 is required.

Credits: 3

Alternate Years

POL 124 The Media and American Politics

An evaluation of the role of the media in American

political life. Emphasis is on the effect of the media on leading domestic and foreign policy issues, including racism, McCarthyism, the Civil Rights Movement, Vietnam and Watergate. Media personalities who helped shape the national conscience are examined.

The pre-requisite of POL 11, or HSS 21, or HSS 22 is required.

Credits: 3

Alternate Years

POL 125 The American Presidency

A study of executive powers and decision making; leadership and the electoral process; and the relationship of the President to pressure groups, political parties and the states.

The pre-requisite of POL 11, or HSS 21, or HSS 22 is required.

Credits: 3

Alternate Years

POL 127 Women in 20th Century American Politics

An analysis of the emergence and development of women as a force in contemporary American politics. Political participation, voting behavior and other areas will be considered.

The pre-requisite of POL 11, or HSS 21, or HSS 22 is required.

POL 130 The American Judicial System

A study of the function, structure and decision-making process in federal and state courts.

The pre-requisite of POL 11, or HSS 21, or HSS 22 is required.

Credits: 3

On Occasion

POL 145 Ethnic Politics

A survey of the role of ethnic groups in the American political system. Among the topics for analysis are ethnic roles in party organization; ethnic politicians; ethnic voting; conventional and militant ethnic organizations; ethnic issues in housing, education and employment; inter- and intra-ethnic conflict; the ethnic press; and other selected topics.

The pre-requisite of POL 11, or HSS 21, or HSS 22 is required.

Credits: 3

Alternate Years

POL 146 The Politics of the Civil Rights Movement

An examination of the politics of democratic leadership, with emphasis on the evolution of the American Civil Rights Movement. Special emphasis is placed on the relationship between Martin Luther King and the movement he led.

The pre-requisite of POL 11, or HSS 21, or HSS 22 is required.

Credits: 3

Alternate Years

POL 147 The Dynamics of Political Leadership

An exploration of the broad range of political leadership in communities, countries and the world, with a particular eye to identifying critical elements in the relationship between leaders and followers.

The pre-requisite of POL 11, or HSS 21, or HSS 22 is required.

Credits: 3

On Occasion

POL 148 Political Leaders and Community: A Practicum

The application of the theory of group leader process to real group and leadership experiences in the community. Students use participant observation, focus group meetings and other methods to probe the group-leader dynamic in formal and informal settings. Includes participation in community organizations and interviews or meetings with community residents or leaders who take action on particular policy concerns.

The pre-requisite of POL 11, or HSS 21, or HSS 22 is required.

Credits: 3

On Occasion

POL 150 World Politics

Introduction to the systematic study of international relations. The nature of state behavior in the international system - its parameters, major actors, forces and patterns of conflict and cooperation - are reviewed. The major theories of international relations are examined. Cycles of "hegemonic" leadership and the origins, scope and future direction of the international system are considered.

The pre-requisite of POL 11, or HSS 21, or HSS 22 is required.

Credits: 3

Alternate Years

POL 151 American Foreign Policy

An introduction to the sources, processes, policies, goals and debates in American foreign policy since World War II. The focus is on the globalization of American foreign policy, the development of the Cold War, and American foreign policy in the Third World.

The pre-requisite of POL 11, or HSS 21, or HSS 22 is required.

Credits: 3

Alternate Years

POL 153 International Political Economy

An introduction to the study of political economy: the interrelationships between politics and economics demonstrated by an examination of current issues, including development in the global South, economic restructuring in formerly Communist countries, foreign aid, the roles of transnational corporations, the International Monetary Fund and the World Bank, and the

question of the link between democracy and free markets. A review is conducted of major theoretical approaches and methodologies.

The pre-requisite of POL 11, or HSS 21, or HSS 22 is required.

Credits: 3

Alternate Years

POL 154 Human Rights in International Politics

A study of the role of human rights in international politics and the impact of human rights considerations on foreign and domestic policies of states; the study of conceptual and historical issues, including the struggle between human rights claims and state sovereignty, the Cold War and the politicization of human rights, the significance of grassroots human rights movements in the world; and the role of the United Nations and non-governmental organizations. An analysis is made of case studies of human rights abuses and reactions of the international community.

The pre-requisite of POL 11, or HSS 21, or HSS 22 is required.

Credits: 3

Alternate Years

POL 159 Geopolitics

This course will introduce the basic principles behind the concept of geopolitics in order to help students gain a better understanding of the environmental and geological forces that have shaped the political, economic and social trajectories of human societies throughout recorded history. It will examine how our ongoing interaction with these forces continues to shape our world today and ask whether modern science and technology has altered this balance or if the same patterns are simply repeating themselves on a larger scale.

The pre-requisite of POL 11, or HSS 21, or HSS 22 is required.

Credits: 3

Alternate Years

POL 161 Concepts and Theories in Comparative Politics

A review of the basic theoretical frameworks, concepts, approaches and methodologies in comparative politics. The study of major authors, key texts and theories, including modernization, political culture, corporatism, dependency, bureaucratic authoritarianism, rational choice, democratic transition theory and others is conducted. Comparative analysis is made of distinctive political systems and their development.

The pre-requisite of POL 11, or HSS 21, or HSS 22 is required.

Credits: 3

On Occasion

POL 166 The Politics of Development

A study of the process of modernization and development, with examples from Latin America, Africa and Asia. The relationship between politics and economics, socialism and capitalism, and

peasant, intellectual and bureaucracy are examined.

The pre-requisite of POL 11, or HSS 21, or HSS 22 is required.

Credits: 3

On Occasion

POL 167 Revolutionary Theory and Governments

An examination of the various approaches and theories of revolution developed to explain the major political and social revolutions and upheavals of our time. Revolutions can be studied for what they reveal about the political process, the breakdown of that process, the role of the state, international and domestic factors, the function of ideology and socio-political change.

The pre-requisite of POL 11, or HSS 21, or HSS 22 is required.

Credits: 3

On Occasion

POL 170 Classical Political Theory

An analysis of political thought from Socrates through the Middle Ages. Special focus is on the position of the individual, authority of the state, citizenship, liberty and order.

The pre-requisite of POL 11, or HSS 21, or HSS 22 is required.

Credits: 3

Alternate Years

POL 171 Modern Political Theory

An exploration of political thought from Machiavelli through Marx. Questions of liberty, authority, obligation, the individual and the state are examined.

The pre-requisite of POL 11, or HSS 21, or HSS 22 is required.

Credits: 3

Alternate Years

POL 173 American Political Thought

An examination of American political thought with respect to constitution-making, rights, the federal union, and trends in liberalism and conservatism.

The pre-requisite of POL 11, or HSS 21, or HSS 22 is required.

Credits: 3

On Occasion

POL 174 Contemporary Political Theory

An examination of the major trends in twentieth century political theory. Focus is on democratic thought, postmodernism, feminism, theories of justice, communitarianism, and liberal individualism, among others.

The pre-requisite of POL 11, or HSS 21, or HSS 22 is required.

Credits: 3

On Occasion

POL 175 Comparative Democratic Theory

A contextual and theoretical study of the development and maturation of modern democratic theory. Focus is on the development and critique of rights-based democratic theory and

the problems associated with theories of justice, communitarianism, feminism and others.

The pre-requisite of POL 11, or HSS 21, or HSS 22 is required.

Credits: 3

On Occasion

POL 176 Marxism

A historical and theoretical introduction to the work of Karl Marx and Frederick Engels. The course examines the economic, political and ideological environment in which Marxism developed; considers Marx's and Engels' work in philosophy, economic history, politics, and ideology; and evaluates the content of their activities.

The pre-requisite of POL 11, or HSS 21, or HSS 22 is required.

Credits: 3

Alternate Years

POL 181 Contemporary Islamic Movements

An examination of the origin, nature, influence and future of contemporary Islamic political movements.

The pre-requisite of POL 11, or HSS 21, or HSS 22 is required.

Credits: 3

On Occasion

POL 182 The Iraq War

This course is designed to help students understand and interpret the U.S. invasion and occupation of Iraq. The course examines a range of issues surrounding the war, including neoconservative ideology, the invasion from the perspective of Iraqis as well as other governments, the U.S. use of torture, and the impact of the war on civil liberties at home.

The pre-requisite of POL 11, or HSS 21, or HSS 22 is required.

Credits: 3

On Occasion

POL 185 Seminar: Political Inquiry

An analysis of the different ways political scientists ask questions and study politics. Emphasis is on understanding the major theoretical frameworks in the study of politics and the application of those theories to an important research problem in politics. Open to juniors and seniors only.

The pre-requisite of POL 11, or HSS 21, or HSS 22 is required.

Credits: 3

Every Spring

POL 190 Senior Honors Thesis

A year long program of work with a faculty mentor in shaping a thesis idea, developing a methodology, and writing a research thesis. To be eligible, students must be seniors with a major grade point average of 3.25 or better and an overall cumulative grade point average of 3.00 or better and have approval of the Political Science Department.

Required for students wishing to graduate with

honors as a Political Science major. Political Science 190 and 191 must be completed.
The pre-requisite of POL 11, or HSS 21, or HSS 22 is required.
Credits: 3
Every Fall

POL 191 Senior Honors Thesis

A year long program of work with a faculty mentor in shaping a thesis idea, developing a methodology, and writing a research thesis. To be eligible, students must be seniors with a major grade point average of 3.25 or better and an overall cumulative grade point average of 3.00 or better and have approval of the Political Science Department. Required for students wishing to graduate with honors as a Political Science major. Political Science 190 and 191 must be completed.
The pre-requisite of POL 11, or HSS 21, or HSS 22 is required.
Credits: 3
Every Spring

POL 195 Honors Study

Honors study is designed to give outstanding students an opportunity to do independent work in their major under the guidance of a member of the faculty. There are no regular class meetings. To be eligible, students must have upper-junior or senior status, a cumulative quality-point ratio of 3.00 and a 3.25 ratio in their major subject, and the permission of the Chair of the Department and the Dean. A total of six credits of Honors Study is the maximum allowed.
Credits: 3
All Sessions

POL 196 Honors Study

Honors study is designed to give outstanding students an opportunity to do independent work in their major under the guidance of a member of the faculty. There are no regular class meetings. To be eligible, students must have upper-junior or senior status, a cumulative quality-point ratio of 3.00 and a 3.25 ratio in their major subject, and the permission of the Chair of the Department and the Dean. A total of six credits of Honors Study is the maximum allowed.
The pre-requisite of POL 11, or HSS 21, or HSS 22 is required.
Credits: 3
Every Spring

POL 197 Independent Study/Internship

Research associated with working assignments closely related to the student's specific courses. Students may develop internships. Requires approval of the Departmental Chair and the Dean.
The pre-requisite of POL 11, or HSS 21, or HSS 22 is required.
Credits: 3
Every Fall

POL 198 Independent Study/Internship

Research associated with working assignments

closely related to the student's specific courses. Students may develop internships. Requires approval of the Departmental Chair and the Dean.
The pre-requisite of POL 11, or HSS 21, or HSS 22 is required.
Credits: 3
Every Spring

POL 200 Series Select Topics in Political Science

An opportunity to explore selected critical issues, problems and frontiers in political science. Topics vary from year to year.
The pre-requisite of POL 11, or HSS 21, or HSS 22 is required.
Credits: 3
All Sessions

POL 201 International Organizations

An examination of the United Nations and associated international institutions.
Credits: 3
Every Fall and Spring

DEPARTMENT OF PSYCHOLOGY

Professors Duncan, Kose (Director, M.A. Program), Papouchis, Penn, Ramirez, Samstag, Schuman, Wong (Director, Ph.D. Program)
Professor Emeriti Allen, Fudin, Hurvich, Magai, Mcguire, Ritzler
Associate Professors Cain, Haden, Kudadjie-Gyamfi (Chair), Meehan, Pardo, (Director, LIU Psychological Services), Saunders

Adjunct Faculty: 14

B.A. in Psychology

Many of today's most pressing social problems relate directly to problems in behavior. Violence (at home or on the street), drug addiction and poor interpersonal relationships are just some examples of the types of issues explored in the field of psychology. Psychologists strive first to describe, understand and explain behavioral problems and also to contribute solutions to such problems, through careful collection of data, analysis of data, and development of intervention strategies.

The **128-credit B.A. in Psychology** provides students with a broad understanding of the principles that explain human behavior and interaction. In addition to learning the latest science and theory regarding human and nonhuman animal behavior, students in the program gain the vital skills and experience employers seek. These skills include research and writing skills, problem solving skills, and, well-developed, higher-level thinking ability as evidenced in analyzing, synthesizing and evaluating information.

In addition to working directly in psychology-related fields such as counseling and teaching, our students and graduates find jobs in such varied areas as public affairs, education, business, sales, service industries, health, the biological sciences. They also work as employment counselors, correction counselor trainees, interviewers, personnel analysts and probation officers.

About the Field of Psychology

Psychology is a broad discipline, encompassing subjects that range from biology to sociology. Biology studies the structures and functions of living organisms. Sociology examines how groups function in society. Psychologists study the intersection of two critical relationships in these fields; particularly, the relationships between brain function and behavior and between the environment and behavior. Psychologists employ scientific methods, including careful observation, experimentation and analysis, to develop and test theories through research.

Psychology has many subfields, including clinical, counseling, cognitive and perceptual, developmental, educational, experimental,

evolutionary, and engineering psychology. Other subfields include forensic psychology, neuropsychology, industrial/organizational psychology, quantitative and measurement analysis, rehabilitation and social psychology.

Learn more about psychology and its many subfields and career opportunities by visiting the website for the American Psychological Association at apa.org.

B.A. in Psychology

B.A., Psychology

[Program Code: 06946]

Graduation Requirements

Students must satisfy the Placement, Proficiency, Orientation and Core Curriculum criteria outlined in the Graduation Requirements section of this bulletin.

Core Curriculum requirements for this major are summarized below:

Core Seminar 3 credits

Humanities

English Composition 3 credits

English Literature 6 credits

Philosophy 6 credits

Foreign Language 6 credits

Social Sciences

History 6 credits

Psychology 3 credits

Social Sciences 3 credits

(ANT, ECO, POL, SOC)

Science and Mathematics

Mathematics 3 - 4 credits

Science 8 - 10 credits

Communication, Visual & Performing Arts

Speech 3 credits

Visual & Performing Arts 3 credits

(ART, DNC, MUS, THE)

Distribution Requirement

- Six credits or two courses of upper-level Biology (BIO) or
- Six credits or two courses of upper-level Philosophy (PHI) or
- Six credits or two courses of upper-level Sociology (SOC) or
- Six credits or two courses of upper-level Teaching & Learning (TAL)

Major Requirements

The following three (3) courses are required, (students must receive a grade of C or better in PSY 150 to enroll in PSY 151)

PSY 125 Contemporary Systems of Psychology 3.00

PSY 150 Statistics in Psychology 3.00

PSY 151 Experimental Psychology 4.00

A minimum of six (6) upper-level Psychology courses totaling eighteen (18) credits are required

Social Science Capstone Requirement

Choose One of the Following Two Courses:

SSC 223 Capstone Seminar in the Social Sciences 3.00

SSC 224 Capstone Seminar in Social Seminar 3.00

Credit and GPA Requirements

Minimum Total Credits: 128

Minimum Liberal Arts and Sciences Credits: 96

Minimum Major Credits: 33

Minimum Credits in Courses >100 Level: 48

Ancillary Course Requirements: See above

Minimum Major GPA: 2.0

Minimum Overall GPA: 2.0

MINORS

Minor in Psychology

A psychology minor requires 15 PSY credits at or above the 100 level, in addition to the core PSY 3 class.

Credit and GPA Requirements

Minimum Total Credits: 15

Minimum Minor GPA: 2.0

Psychology Courses

PSY 3 Introduction to Psychology

An introduction to the basic concepts and empirical data in the scientific study of human behavior, including a study of the biosocial basis of behavior and personality development, the measurement of individual differences, processes of learning, sensorimotor functions, social interaction, and emotional conflict and adjustment.

Credits: 3

Every Semester

PSY 107 Developmental Psychology I

An examination of human development from birth through the adolescent years. Topics covered include social-emotional development and changes in intellectual functioning. Also considered are special issues such as infant care, schooling and the effects of the community on development. Not open to students who have completed Teaching and Learning 250.

The pre-requisite of PSY 3 or HPS 21 is required.

Credits: 3

Every Semester

PSY 108 Developmental Psychology II

A lifespan approach to human development and an examination of development from puberty through adulthood to old age. Topics discussed focus on crucial issues throughout that period, such as the establishment of a career, the influence of family and community, retirement, and the impact of conception and death. This course should be taken in the semester immediately following the semester in which Psychology 107 was completed.

The pre-requisite of PSY 3 or HPS 21 is required.

Credits: 3

Every Semester

PSY 109 Personality

A study of the dynamics of personality adjustment, with an analysis of constitutional and environmental interaction in personal development, with some attention to different theoretical viewpoints.

The pre-requisite of PSY 3 or HPS 21 is required.

Credits: 3

Every Semester

PSY 110 Abnormal Psychology

A study of how clinical psychologists think about behavior that might be considered "abnormal" or "pathological" in modern life. Concepts related to defining and diagnosing disorders will be discussed, and these concepts will be applied to a variety of specific diagnoses such as mood, anxiety and personality disorders. Individual cases will be discussed that illustrate principles related to causation, diagnosis, treatment, and prevention of a range of disorders. Prerequisite: Psychology 109.

The pre-requisite of PSY 3 or HPS 21 is required.

Credits: 3

Every Semester

PSY 113 Social Psychology

A study of human nature and behavior as influenced by the social environment, emphasizing the relationship of culture and personality and the psychological implications of individual and group differences. The theoretical and methodological bases of applications of behavioral science to social problems are examined.

The pre-requisite of PSY 3 or HPS 21 is required.

Credits: 3

Every Semester

PSY 115 Group Dynamics

A review of principles and research findings on interpersonal relationships and social interests in small groups as well as social institutions and culture and their applications to education, community action, and political life.

The pre-requisite of PSY 3 or HPS 21 is required.

Credits: 3

Every Spring

PSY 116 Introduction to Clinical Practice

A survey of the mental health professions; past, present, and future roles of the clinical psychologist; assessment and treatment; and major research issues. Concurrent practicum experience may be required. Designed primarily for psychology majors who plan to do graduate work in one of the mental health professions, particularly clinical psychology.

Pre-requisite of PSY 3, PSY 109 and PSY 110 are required.

Credits: 3

On Occasion

PSY 117 Psychology of Women

An examination of the relevance of gender to the experiences of the individual and the overall functioning of society. Theories that come from all major areas of psychology - physiological, comparative, cognitive, developmental, personality - provide insight into the position of women in culture. The primary objective is to use historical, theoretical and comparative information to understand current gender relations. Same as HUM 117.

The pre-requisite of PSY 3 or HPS 21 is required.

PSY 118 Brain and Behavior

This course will introduce key concepts in the relationship between brain and behavior. The basic structures and functions of the brain will be reviewed as they relate to how we think, feel, and act. Various brain-based systems will be reviewed in terms of their implications for emotional experiences, learning, remembering and forgetting, sleep and attention, and language. Research and clinical methods for evaluating brain structures and functions will be discussed, as well as their implications for various mental disorders.

The pre-requisite of PSY 3 or HPS 21 is required.

Credits: 3

On Occasion

PSY 119 Psychology of Art

An exploration of the psychological aspects of both the creation and interpretation of art, focusing mainly, but not exclusively, on modern and postmodern visual art and its relation to modern life. Topics include basic concepts and problems in the psychology and philosophy of art, the role of modern art in contemporary society, and the relationship of the artistic imagination to other forms of creativity. In addition, opportunities are provided to view, experience and comment on art exhibits in the New York City area.

The pre-requisite of PSY 3 or HPS 21 is required.

Credits: 3

On Occasion

PSY 120 Psychology of Perception

A review of selected theories of perception as well as certain philosophical questions that bear upon such theories and experimental findings. The development of perceptual processes and personality aspects involved in perceptual processes (e.g., cognitive styles) are also covered.

The pre-requisite of PSY 3 or HPS 21 is required.

Credits: 3

On Occasion

PSY 121 Learning and Memory

An examination of historical and current theories and research in learning and memory. Behavioral, cognitive and psychoanalytic perspectives are included, and influences of culture, pathology and development on learning and memory are discussed - all leading to an examination of how such information can be used in education, treatment and everyday life.

The pre-requisite of PSY 3 or HPS 21 is required.

Credits: 3

Every Fall

PSY 124 Cross-Cultural Issues in Psychology

An introduction to issues of particular significance to different cultural groups in the United States and elsewhere. Cultural differences related to the psychology of the individual and family, norms, and mental health issues, as well as dominant and minority group membership issues are discussed.

The pre-requisite of PSY 3 or HPS 21 is required.

Credits: 3

Every Fall

PSY 125 Contemporary Systems of Psychology

A review in depth of the philosophic roots as well as the major contemporary schools of thought in psychology, such as behaviorism, psychoanalysis, existentialism, gestalt, and biosocial theory. Comparisons are made of the various schools, and appraisals of specific contemporary issues, with special attention to the leading proponents of each school, are conducted.

The pre-requisite of PSY 3 or HPS 21 is required.

Credits: 3

Every Semester

PSY 126 Psychology and the Law

An examination of the various ways in which psychology and criminal and civil law interact. Topics include the insanity defense and competence to stand trial, the legal rights of mentally ill persons (e.g., involuntary hospitalization), predicting potential violence, the death penalty, sex crimes and offenders, eyewitness identification, hypnosis and polygraph testing, jury selection and jury law.

The pre-requisite of PSY 3 or HPS 21 is required.

Credits: 3

Every Spring

PSY 127 Cognition

A survey of the history, theories and methods of cognitive psychology. An examination is made of such topics as attention, thinking, problem solving and memory. Applications to computer systems theory are covered.

The pre-requisite of PSY 3 or HPS 21 is required.

Credits: 3

Every Fall

PSY 128 Fieldwork in Psychology

Students perform eight hours of supervised volunteer work per week in applied psychology in an approved community/social service agency - for example a daycare center, a drug abuse center, a program for pregnant teenagers. In conjunction with the supervised experience, students meet as a group once a week to integrate what they are doing with the more traditional theoretical/academic work. Students must find their own placements. Prerequisite: At least 15 credits in advanced Psychology.

The pre-requisite of PSY 3 or HPS 21 is required.

Credits: 3

On Occasion

PSY 150 Statistics in Psychology

A study of statistical concepts and techniques employed by the psychologist, including measures of central tendency, variability, relative position and association; concepts of probability and sampling; and techniques of estimation and hypothesis-testing. Prerequisite for Experimental Psychology; a grade of C or better is needed in this course in order to take Experimental Psychology.

The pre-requisite of MTH 15 or MTH 16 is required.

Credits: 3

Every Semester

PSY 151 Experimental Psychology

A survey of the methods used in psychological research. Students learn how to design and conduct experiments, to analyze the results, and to write research reports in standard American Psychological Association format. Discussions include such issues as the use of the methods appropriate to the kind of questions raised, and the way research methods influence the kind of information obtained. A grade of C or better is needed in PSY 150 (pre-requisite) in order to take

this course.

Pre-requisites of PSY 3 and PSY 150 are required.

Credits: 4

Every Semester

PSY 189 Biofeedback and Self-Regulation

Biofeedback is a psychotherapeutic modality which provides individuals with information about certain aspects of their physiological functioning as an aid in treating a variety of conditions including stress, anxiety, ADHD, headache, Reynaud's disease, etc. This course provides an introduction to biofeedback principles and practice, and fulfills the knowledge domain requirement recommendations set forth by the Biofeedback Certification Institute of America for biofeedback technicians.

The pre-requisite of PSY 3 or HPS 21 is required.

Credits: 3

On Occasion

PSY 190 Senior Seminar for Psychology Majors

Extensive readings and discussions of special topics with one or more members of the Psychology Department. Limited to psychology majors with a quality-point ratio of 3.0 or better and no more than 20 students.

The pre-requisite of PSY 3 or HPS 21 is required.

Credits: 3

On Occasion

PSY 195 Honors Study

Honors Study is designed to give outstanding students an opportunity to do independent work in their major under the guidance of a member of the faculty. There are no regular class meetings. To be eligible, students must have upper-junior or senior status, a cumulative quality-point ratio of 3.00 and a 3.25 ratio in their major subject, and the permission of the Chair of the Department and the Dean. A total of six credits of Honors Study is the maximum allowed.

The pre-requisite of PSY 3 or HPS 21 is required, and a cumulative GPA of 3.0 or greater.

Credits: 3

On Occasion

PSY 196 Honors Study

Honors Study is designed to give outstanding students an opportunity to do independent work in their major under the guidance of a member of the faculty. There are no regular class meetings. To be eligible, students must have upper-junior or senior status, a cumulative quality-point ratio of 3.00 and a 3.25 ratio in their major subject, and the permission of the Chair of the Department and the Dean. A total of six credits of Honors Study is the maximum allowed.

The pre-requisite of PSY 3 or HPS 21 is required, and a cumulative GPA of 3.0 or greater.

Credits: 3

On Occasion

PSY 197 Independent Study

Independent Study is designed to give students an opportunity to do independent work in their major

under the guidance of a member of the faculty.

There are no regular class meetings. To be eligible, students must have the permission of the Chair of the Department and the Dean. A total of six credits of Independent Study (from PSY 197 and PSY 198) is the maximum allowed. Prerequisite: Permission of the Chair of the Department and the Dean.

The pre-requisite of PSY 3 or HPS 21 is required.

Credits: 3

Every Semester

PSY 198 Independent Study

Independent Study is designed to give students an opportunity to do independent work in their major under the guidance of a member of the faculty.

There are no regular class meetings. To be eligible, students must have the permission of the Chair of the Department and the Dean. A total of six credits of Independent Study (from PSY 197 and PSY 198) is the maximum allowed. Prerequisite: Permission of the Chair of the Department and the Dean.

The pre-requisite of PSY 3 or HPS 21 is required.

Credits: 3

Every Semester

DEPARTMENT OF SOCIOLOGY- ANTHROPOLOGY

Professors Emeriti Carden, Hittman, Rosenberg
Professor Ali

Associate Professors Hendrickson (Chair), Kim,
Barton, Juwayeyi

Associate Professor Emeriti Gritzer, Harwood

Assistant Professor Emeritus Sherar

Adjunct Faculty: 4

Sociology and anthropology are allied social science fields dedicated to exploring the fact that every aspect of our identity is shaped by our relationships with others. These disciplines help us to understand ourselves, the people around us and those whose ways of living are different from our own. Sociologists and anthropologists produce research that influences local, national and international policy-making.

Central to the interests of sociologists are: inequality; race; gender and ethnic relations; poverty; globalization; and social institutions like the family, religion, government and business. Anthropologists address many of the same issues but with a cross-cultural approach and a stronger focus on ritual, language and symbolism. Anthropologists also bring prehistory and the place of human beings as primates into our understanding of what it means to be human. Both sociology and anthropology take a scientific approach to understanding human social behavior. While sociologists have historically relied more on statistical analysis, anthropologists have developed a distinctive method, ethnography, which involves immersion in the languages and cultures of others.

This joint degree fosters the intellectual and personal growth necessary to make us more flexible, analytical and tolerant human beings. These qualities are always in demand and are essential to working and living in an ever-more complex world.

All of the department's full-time faculty members hold Ph.D.s and have conducted field research in various regions around the world, bringing a global awareness to everything they teach. They are active scholars who publish and do research in addition to teaching and contributing to campus and university life.

For almost a century, sociology and anthropology have been seen as indispensable learning for anyone who wants to build a career working with people. Understanding human diversity is essential in today's world, and sociology and anthropology provide the education to understand and explain that diversity. Employers and graduate programs actively seek students who have studied liberal arts and sciences fields like sociology and anthropology. Famous students of sociology have included the Rev. Dr. Martin Luther King Jr; famous anthropology

students have included Johnetta Cole (former President of Spelman College), Makaziwe Mandela and Yo-Yo Ma. Their accomplishments reflect the unlimited range of careers that can start with a degree in these fields. Our graduates go on to work and obtain graduate degrees in government, human and social services, education and outreach, public and business administration, non-profit management, advertising, ministry, the arts and market research.

Students interested in studying in the Department of Sociology-Anthropology can speak with any Soc-Anthro faculty member or the chair 718-780-4077.

B.A. in Sociology-Anthropology

[Program Code: 06960]

Graduation Requirements

Students must satisfy the Placement, Proficiency, Orientation and Core Curriculum criteria outlined in the Graduation Requirements section of this bulletin.

Core Curriculum requirements for this major are summarized below:

Core Seminar 3 credits

Humanities

English Composition 3 credits

English Literature 6 credits

Philosophy 6 credits

Foreign Language 6 credits

Social Sciences

History 6 credits

Social Sciences (ANT 4, ANT 5, 6 credits
SOC 3)

Science and Mathematics

Mathematics 3 - 4 credits

Science 10 credits

Communication, Visual & Performing Arts

Speech 3 credits

Visual & Performing Arts (ART, 3 credits
DNC, MUS, THE)

Distribution Requirement

Must complete two courses numbered 100 or above in one of the following subjects: Economics, History, Psychology, Political Science. (Introductory courses must be completed.)

Major Requirements

The following two courses are required:

SOC 111 Social Research 3.00

ANT 137 Ethnography 3.00

One (1) of the following two courses is required:

SOC 116 Sociological Theory 3.00

ANT 117 Anthropological Theory 3.00

Fifteen (15) additional credits in Advanced (above 100 level) Sociology - Anthropology required.

One (1) course from Social Science 200 series required. (Must be a Senior Capstone Seminar)

Credit and GPA Requirements

Minimum Total Credits: 128

Minimum Liberal Arts and Sciences Credits: 96

Minimum Major Credits: 27

Minimum Credits in Courses > 100 Level: 48

Distribution Course Requirements: See above

Minimum Major GPA: 2.0

Minimum Overall GPA.: 2.0

MINORS

Minor in Sociology-Anthropology

A sociology-anthropology minor requires five courses above 100 with either ANT 5 or SOC 3 serving as a prerequisite.

Credit and GPA Requirements

Minimum Total Credits: 15

Minimum Minor GPA: 2.0

Minor in Criminal Justice

The Criminal Justice Minor Program at LIU Brooklyn is a 15-credit minor housed in the Department of Sociology and Anthropology. The course of study encompasses three required courses and two elective courses chosen from an approved list.

The mission of the criminal justice minor is to instill in the student a respect for the rights of all individuals who come into contact with criminal justice systems. At LIU Brooklyn, we view crime as a social issue and we seek to develop in our students the capacity to analyze and assess ways in which these social issues can be mitigated. We desire, to imbue in our students a commitment to an ethical and just society. The emphasis of the minor is to develop our students' analytical skills, ethical reasoning, and capacity for solving problems. The program incorporates an interdisciplinary approach to the study of law and legal institutions, their impact on society, and society's impact on them. It addresses the nature and causes of crime at the local and international level and the mechanisms for its prevention and control. This program provides an ideal foundation for those students interested in pursuing careers or advanced degrees in law, business and marketing, the health professions, higher education, journalism, social services, politics, government and criminal justice.

Students interested in this minor program should contact:

Hildi Hendrickson

Chair, Department of Sociology/Anthropology

Hildi.Hendrickson@liu.edu

Tel. 718-780-4077 / 718-488-1058

Haesook Kim

Director, Criminal Justice Minor Program

Haesook.Kim@liu.edu

Tel. 718-780-4077 / 718-488-1058

Requirements for Minor

15 Credits: 3 Required Courses & 2 Electives

A. Required Courses

- Soc/Ant 128 Criminology
 - Soc/Ant 129 Methods in Criminology
 - Soc/Ant 500 Crime and Social Justice Seminar
- Pre-requisites for Soc/Ant 500 are Soc/Ant 128 and Soc/Ant 129

B. Elective Courses (select two of the following):

- Soc/Ant 185 Internship in Criminal Justice (Pre-req Soc/Ant 128 and Soc/Ant 129)
- Soc/ Ant 146 Profiling
- Soc/ Ant 147 Cyber Crime and Society
- Soc/ Ant 162 Sports and Crime
- Soc/Ant 127 Deviant Behavior
- Soc/Ant 113 Urban Sociology
- CS 158 Privacy and Internet Security (Pre-req CS101, CS 102, CS148, & CS154)
- Phi 171 Philosophy of Law (Pre-req Phi 61 or 62 or HHP 21 or HHP 22)
- Pol 120 Power in America
- Pol 130 American Judicial System (Pre-req 11 or HSS 21 or HSS 22)
- Pol 154 Human Rights in International Politics (Pre-req 11 or HSS 21 or HSS 22)
- Pol 173 American Political Thought
- Psy 109 Abnormal Psychology
- Psy 126 Psychology and the Law (Pre-req Psy 3/HPS 21)

Anthropology Courses

ANT 4 Physical Anthropology

The most recent findings of primate ethology are combined with fossil discoveries by physical anthropologists and archaeologists for a comprehensive survey of human origins in Africa and human prehistoric development from six million years ago to the rise of civilization.

Credits: 3

On Occasion

ANT 5 Cultural Anthropology

An introduction to the anthropological concept of culture as species-specific behavior: the invention and use of symbols; cultural processes such as innovation, diffusion, tradition and boundary-maintaining identity mechanisms; the use of the comparative method in examining cross-cultural commonalities and differences; the problem of cultural relativism. Case studies are drawn from a variety of cultures worldwide. Selected topics include witchcraft, magic; mana and taboo; marriage and funeral ritual; art, music and dance.

Credits: 3

Every Semester

ANT 105 Religion and Society

An examination of some of the many forms of religion, especially world religions, such as Christianity and Buddhism, with an attempt to understand their origin and why religion is found in every society, how people define and explore the supernatural, how they employ religion in their everyday lives, how religion relates to other aspects of society, and who the major theorists of religion are.

The pre-requisite of SOC 3, or HSS 21, or HSS 22 is required.

Credits: 3

Cross-Listings: ANT 105, SOC 105

On Occasion

ANT 106 Communication in Mass Society

An overview of the interrelationships of communications and society, including an examination of the growth and change of mass media throughout the world - with special emphasis on public opinion and its effect on American society and politics. Media ethics and various attempts to make the media socially responsible are also covered.

The pre-requisite of SOC 3, or HSS 21, or HSS 22 is required.

Credits: 3

Cross-Listings: ANT 106, SOC 106

On Occasion

ANT 107 Migration

An introduction to basic issues surrounding the phenomenon of international migration, examining how immigrants adjust economically and socially to their new homes, what factors lead to people

leaving their homes, and how migrants maintain ties with home even after settling abroad. Special attention is paid to gender issues, looking at how migration affects women differently than men.

The pre-requisite of ANT 4, or ANT 5, or HSS 21, or HSS 22 is required.

Credits: 3

On Occasion

ANT 109 Social Movements

Analysis of cults and messianic and revolutionary movements inspired by prophets and leaders; the nature of charisma and prophesy; social circumstances giving rise to social movements, as well as their success or failure.

The pre-requisite of ANT 4, or ANT 5, or HSS 21, or HSS 22 is required.

Credits: 3

Cross-Listings: ANT 109, SOC 109

On Occasion

ANT 112 Race and Ethnicity

An exploration of the variety of meanings of race and ethnicity in the social, political and economic life of America and other societies. Special emphasis is placed on the experience of African-Americans, Latinos and immigrant groups, especially the effects of racism on personal, institutional and societal levels. The goal is to enhance students' awareness of the subtlety of stigmatizing and stereotyping attitudes in order to build a foundation for culturally sensitive social interaction and effective interventions. Students are required to complete a field research project.

The pre-requisite of SOC 3, or HSS 21, or HSS 22 is required.

Credits: 3

Cross-Listings: ANT 112, SOC 112

Annually

ANT 113 Urban Anthropology/Sociology

This course explores: the defining elements of cities from sociological and anthropological perspectives; the rise and fall of cities; the special benefits and challenges of urban life; analytical frameworks for studying cities; the ways that being an urbanite shapes one's experience; New York City in all its fantastic detail.

The pre-requisite of ANT 4, or ANT 5, or HSS 21, or HSS 22 is required.

Credits: 3

Cross-Listings: ANT 113, SOC 113

On Occasion

ANT 117 Anthropological Theory

A survey of the leading schools of cultural anthropological theory, with emphasis on their representatives and contemporary developments in the field. (Offered to students with an Anthropology concentration.)

The pre-requisite of ANT 4, or ANT 5, or HSS 21, or HSS 22 is required.

Credits: 3

On Demand

ANT 119 Marriage and the Family

A consideration of ideas about family and kinship in the US and in cultures across the world. Topics for discussion may include: the linkages between marriage and divorce patterns, gender roles and changing economic realities; the residential group as the setting for socialization, ritual, the contestation of authority and potential violence and abuse; the politicization of family models in public life and the media; national, cultural, ethnic and generational differences in ideas of family; family tensions in the context of migration and transnational living; the effects of changes in family life on vulnerable groups such as children, the disabled and the elderly.

The pre-requisite of SOC 3, or HSS 21, or HSS 22 is required.

Credits: 3

Cross-Listings: ANT 119, SOC 119

Annually

ANT 121 Body/Dress/Culture

This course addresses the ways that dressing the body differ cross-culturally and historically, shaping and being shaped by critical aspects of social and cultural identity. We look at ritual costumes, subculture uniforms and fashion in a global perspective. We explore the myriad ties between dress and gender, the relation between clothing, political identities and religious belief, the ways that dress has been historically shaped by body movement and cloth/clothing as a local, historical and global commodity. Readings draw from the extensive literature on these subjects within anthropology, sociology, cultural studies and fashion and art history.

Credits: 3

Cross-Listings: ANT 121, SOC 121

On Occasion

ANT 125 Globalization

The course takes a multicultural approach to analyzing the global impact of nationalism, capitalism, communism, technology, and world religions on societies and cultures of varying scale.

The pre-requisite of SOC 3, or HSS 21, or HSS 22 is required.

Credits: 3

Cross-Listings: ANT 125, SOC 125

On Occasion

ANT 126 Gender, Culture and Society

Examines the gendered dynamics of social and cultural relations. Explores how gender is imagined, constructed and lived across a broad spectrum of historical periods, institutions and cultural locations. Special attention is paid to the ways in which "gender" as practice, performance and representation has differed for women and men according to race, class and other divisions.

The pre-requisite of SOC 3, or HSS 21, or HSS 22 is required.

Credits: 3

Cross-Listings: ANT 126, HUM 126, SOC 126

Annually

ANT 128 Criminology

An examination of crime in modern society: the extent and social cost of violent, property, white-collar, corporate and organized crime and the accuracy of crime statistics. Crime prevention and punishment are also considered.

The pre-requisite of SOC 3, or HSS 21, or HSS 22 is required.

Credits: 3

Cross-Listings: ANT 128, SOC 128

On Occasion

ANT 130 Socialization: The Self and Society

An analysis of the processes by which individuals become socialized - that is, acquire the cultural knowledge they need to be functioning members of their society. Sociological and anthropological perspectives are offered on selected topics such as: the social self, role theory, symbolic interaction systems, ritual, popular culture and social media. The tensions between individualism and collectivism are explored.

The pre-requisite of SOC 3, or HSS 21, or HSS 22 is required.

Credits: 3

Cross-Listings: ANT 130, SOC 130

On Occasion

ANT 132 Anthropology/Sociology of the Bible

A study of Hebraic-Christian roots in Sumeria and Egypt; the rise of the Israelite Sacral League of Yahwists in Canaan and its transformation into the Davidic monarchy; prophets; apocalyptic Messianic beliefs; the origins of Christianity. An archeological, historical and linguistic examination is made of the peoples of the Hebrew and Christian Bibles, employing sociological and anthropological models and theories.

The pre-requisite of SOC 3, or HSS 21, or HSS 22 is required.

Credits: 3

Cross-Listings: ANT 132, SOC 132

On Occasion

ANT 133 African Cultures and Societies

An analysis of the diverse forms of socio-political groupings in Africa, the nature and effects of European colonialism on smaller-scale African societies and cultures, and the emergence of independent nation-states on the continent.

The pre-requisite of ANT 4, or ANT 5, or HSS 21, or HSS 22 is required.

Credits: 3

Cross-Listings: ANT 133, SOC 133

Annually

ANT 137 Ethnography

An in-depth look at the methods, theory and data involved in the production of ethnographic texts by cultural anthropologists. Along with cross-cultural comparison of societies with respect to economy, social organization, political structure, gender relations and similar topics, discussion focuses on

the anthropologist's role as collector, translator and interpreter and the ways in which social scientific research reflects both the politics of its time and the ethics of doing fieldwork. Required course for all Sociology-Anthropology majors.

Of the following courses only one (1) pre-requisite is required: SOC 3, ANT 5, HSS 21, or HSS 22.

Credits: 3

Annually

ANT 141 Archaeology: An Introduction

An analysis of the methods and techniques employed by archeologists to discover, reconstruct and date prehistoric and historic cultures and to link human life with its recent and remote past.

The pre-requisite of ANT 4, or ANT 5, or HSS 21, or HSS 22 is required.

Credits: 3

On Occasion

ANT 142 Native Americans Before Columbus

An archeological and ethnographic survey of the diverse native American cultures in North America and Mexico before the European conquest:

Beringia, Paleo-Indians, Mound Builders, Vision Quest, Sun Dance - with a concentration on selected topics.

The pre-requisite of ANT 4, or ANT 5, or HSS 21, or HSS 22 is required.

Credits: 3

Cross-Listings: ANT 142, SOC 142

On Occasion

ANT 143 Native Americans Today

An examination of the devastating consequences of exploration, trade and settlement (e.g., epidemics) that followed European expansion into North America and Mexico; the variety of Native American responses to conquest; the lives of Native Americans today.

The pre-requisite of ANT 4, or ANT 5, or HSS 21, or HSS 22 is required.

Credits: 3

Cross-Listings: ANT 143, SOC 143

On Occasion

ANT 149 Shamanism and Witchcraft

A look into powerful oral folk systems of spirituality, including ancestor worship, voodoo and shamanism. Students use cross-cultural comparison to study spirit possession, magic, rites of passage, divination, healing, and witchcraft and sorcery. Folk religions are examined to show how ritual helps to explain suffering, death and misfortune, to promote morality and heighten social solidarity, and to legitimize authority. They are also explored as a source of solace and resistance for marginalized and oppressed people.

The pre-requisite of ANT 4, or ANT 5, or HSS 21, or HSS 22 is required.

Credits: 3

Cross-Listings: ANT 149, SOC 149

Annually

ANT 152 Folklore

A survey of folktales, myths, legends, ballads, folk songs, jokes, riddles, the blues, rapping and so on. Diverse forms, functions and interpretations of oral literature around the world are examined.

The pre-requisite of ANT 4, or ANT 5, or HSS 21, or HSS 22 is required.

Credits: 3

Cross-Listings: ANT 152, SOC 152

On Occasion

ANT 153 Islamic Societies

The central aim of this course is to introduce students to basic issues surrounding the lived experiences of Muslims in different social settings around the world. We start with the notion that the meaning of being Muslim is variable over time and place, dependent on the particular context in which Muslims live. We will examine in detail variations in religious and cultural practices, patterns of gender inequality, and critiques of the structuration of Muslim social realities by other Muslims.

The pre-requisite of ANT 4, or ANT 5, or HSS 21, or HSS 22 is required.

Credits: 3

Cross-Listings: ANT 153, SOC 153

On Occasion

ANT 160 Popular Culture

An introductory survey of the study of popular culture. Drawing on recent work in contemporary cultural anthropology, the course examines race, sex and class dynamics and their intersection with issues in popular culture on a variety of topics and in different world regions, with special attention to music, dance, and film in the U.S. and the Caribbean.

The pre-requisite of ANT 4, or ANT 5, or HSS 21, or HSS 22 is required.

Credits: 3

Cross-Listings: ANT 160, SOC 160

Annually

ANT 161 Sociology/Anthropology of Sport

An investigation into and analysis of the significance of sports as social phenomena. Readings and discussions go beyond scores, statistics, standings and personalities to focus on the "deeper game" associated with sports, the game through which sports become an integral part of the social and cultural worlds in which people live.

The pre-requisite of ANT 4, or ANT 5, or HSS 21, or HSS 22 is required.

ANT 165 Art, Culture and Society

An investigation into the relationship between art and the cultures and societies that produce it. The course explores the meaning of art in different social and cultural contexts, the use and production of art in daily and ritual life, and the political and performative potential of artistic forms. Music and dance, masks and pottery, cloth and carvings, altars and architecture, for example, are explored in their

social and cultural settings. The particular traditions/genres studied will vary with the expertise of occasional guest teachers/artists. The course will make use of the many venues for viewing art in New York City.

The pre-requisite of ANT 4, or ANT 5, or HSS 21, or HSS 22 is required.

Credits: 3

Cross-Listings: ANT 165, SOC 165

On Occasion

ANT 171 Asian Cinema

Special topics in the sociological analysis of the production, distribution and consumption of Asian films.

The pre-requisite of SOC 3, or HSS 21, or HSS 22 is required.

Credits: 3

Cross-Listings: ANT 171, MA 171, SOC 171

On Occasion

ANT 173 African Civilizations

This course examines African civilizations from the earliest period to the age of the Atlantic Slave trade. The abandonment of a hunting and gathering way of life and the introduction of agriculture and metallurgy has been seen as one of the major indicators of an emerging civilization. Recent archaeological research suggests that several areas of Africa experienced this kind of transformation independently. This course will explore the nature of that transformation and how it affected Africa's economic, political, and social development. Further, the course will examine the influence that African civilization has had on other cultures worldwide.

The pre-requisite of SOC 3, or HSS 21, or HSS 22 is required.

Credits: 3

Cross-Listings: ANT 173, SOC 173

Bi-annually

ANT 181 Africa Forum Event

The annual Africa Forum is a one-day conference that brings special speakers and events to LIU Brooklyn. Its goal is to enable students to learn more about the African continent, its people and its role in world affairs. Information about event scheduling as well as assignments required by the associated one-credit course can be obtained in advance from the Department of Sociology/Anthropology.

The pre-requisite of ANT 4, or ANT 5, or HSS 21, or HSS 22 is required.

Credits: 1

Cross-Listings: ANT 181, SOC 181

Every Fall

ANT 188 Meditation Workshop

This course will take a secular and experiential approach to learning about meditation practices used in different cultures around the world. After completing preparatory reading assignments, students will attend two day-long workshops on campus to practice specific meditation techniques.

They will complete other reading, writing and practice assignments at home. This work will result in a final essay paper. Information about the one-credit course must be obtained in advance from the Department of Sociology-Anthropology. Please note: students MUST ATTEND both workshops to be considered enrolled in the course.

The pre-requisite of SOC 3, or HSS 21, or HSS 22 is required.

Credits: 1

Cross-Listings: ANT 188, SOC 188

Every Spring

ANT 195 Honors Study

Honors Study is designed to give outstanding students an opportunity to do independent work in their major under the guidance of a member of the faculty. To be eligible, students must have upper-junior or senior status, a cumulative quality-point ratio of 3.00, a 3.25 ratio in their major, and the permission of the Chair of the Department and of the Dean. A total of six credits of Honors Study is the maximum allowed.

The pre-requisite of ANT 4, or ANT 5, or HSS 21, or HSS 22 is required.

Credits: 3

On Demand

ANT 197 Independent Study

Students undertake rigorous, semester-long independent work under the supervision of a faculty member. The topic and specific assignments to be completed must be agreed upon in advance and approved by the Department Chair and the Dean.

The pre-requisite of ANT 4, or ANT 5, or HSS 21, or HSS 22 is required.

Credits: 3

On Demand

ANT 198 Independent Study

Students undertake rigorous, semester-long independent work under the supervision of a faculty member. The topic and specific assignments to be completed must be agreed upon in advance and approved by the Department Chair and the Dean.

The pre-requisite of ANT 4, or ANT 5, or HSS 21, or HSS 22 is required.

Credits: 1 to 4

On Demand

Sociology Courses

SOC 1 Professional Development

An integrative seminar that introduces students who are in or have completed an internship or fieldwork experience to 21st century workplace culture, dynamics and issues, and provides them with an analytical framework within which to relate the practical world of professional work to the theoretical world of academic learning. Students in all majors and in all kinds of field placements join in the cross-disciplinary exploration of experience-

enriched education. This course is a prerequisite for advanced field placements.

Credits: 3

Cross-Listings: COOP 2, SOC 1

Every Fall, Spring and Summer

SOC 3 Introduction to Sociology

This course provides us with the language to understand what we experience in our lives and how we are connected to others. Students will be introduced to key concepts, theories and methods involved in what is called "the sociological imagination." They will put these ideas to work investigating contemporary social trends and current events. Important topics include: social change; social structures; culture; city life; economy and technology; deviance and social conflict; inequality; the social causes and consequences of human behavior in local and global terms.

Credits: 3

Every Fall, Spring and Summer

SOC 105 Religion and Society

An examination of some of the many forms of religion, especially world religions, such as Christianity and Buddhism, with an attempt to understand their origin and why religion is found in every society, how people define and explore the supernatural, how they employ religion in their everyday lives, how religion relates to other aspects of society, and who the major theorists of religion are.

The pre-requisite of SOC 3, or HSS 21, or HSS 22 is required.

Credits: 3

Cross-Listings: ANT 105, SOC 105

On Occasion

SOC 106 Communication in Mass Society

An overview of the interrelationships of communications and society, including an examination of the growth and change of mass media throughout the world - with special emphasis on public opinion and its effect on American society and politics. Media ethics and various attempts to make the media socially responsible are also covered.

The pre-requisite of SOC 3, or HSS 21, or HSS 22 is required.

Credits: 3

Cross-Listings: ANT 106, SOC 106

On Occasion

SOC 107 Migration

An introduction to basic issues surrounding the phenomenon of international migration, examining how immigrants adjust economically and socially to their new homes, what factors lead to people leaving their homes, and how migrants maintain ties with home even after settling abroad. Special attention is paid to gender issues, looking at how migration affects women differently than men.

The pre-requisite of SOC 3, or HSS 21, or HSS 22 is required.

Credits: 3

On Occasion

SOC 109 Social Movements

Analysis of cults and messianic and revolutionary movements inspired by prophets and leaders; the nature of charisma and prophesy; social circumstances giving rise to social movements, as well as their success or failure.

The pre-requisite of ANT 4, or ANT 5, or HSS 21, or HSS 22 is required.

Credits: 3

Cross-Listings: ANT 109, SOC 109

On Occasion

SOC 111 Social Research

A general introduction to the methods used in designing, carrying out and analyzing social science research. The goal is to enable students to conduct small-scale studies and to be intelligent consumers of research. A broad range of qualitative and quantitative approaches are discussed. Required course for all Sociology-Anthropology majors.

The pre-requisite of SOC 3, or HSS 21, or HSS 22 is required.

Credits: 3

Annually

SOC 112 Race and Ethnicity

An exploration of the variety of meanings of race and ethnicity in the social, political and economic life of America and other societies. Special emphasis is placed on the experience of African-Americans, Latinos and immigrant groups, especially the effects of racism on personal, institutional and societal levels. The goal is to enhance students' awareness of the subtlety of stigmatizing and stereotyping attitudes in order to build a foundation for culturally sensitive social interaction and effective interventions. Students are required to complete a field research project.

The pre-requisite of SOC 3, or HSS 21, or HSS 22 is required.

Credits: 3

Cross-Listings: ANT 112, SOC 112

Annually

SOC 113 Urban Anthropology/Sociology

This course explores: the defining elements of cities from sociological and anthropological perspectives; the rise and fall of cities; the special benefits and challenges of urban life; analytical frameworks for studying cities; the ways that being an urbanite shapes one's experience; New York City in all its fantastic detail.

The pre-requisite of ANT 4, or ANT 5, or HSS 21, or HSS 22 is required.

Credits: 3

Cross-Listings: ANT 113, SOC 113

On Occasion

SOC 116 Sociological Theory

A review of the contributions of major sociological theorists to the analysis of social change (social classes, economics/technology, ideas); social order (collective agreements, force); the relationship

between the individual and society (nature, nurture, social responsibility, free will). Required for all majors in Sociology-Anthropology except those concentrating in Anthropology. Recommended for Anthropology concentrators.

Of the following courses only one (1) pre-requisite is required: SOC 3, ANT 5, HSS 21 or HSS 22.

Credits: 3

Annually

SOC 119 Marriage and the Family

A consideration of ideas about family and kinship in the US and in cultures across the world. Topics for discussion may include: the linkages between marriage and divorce patterns, gender roles and changing economic realities; the residential group as the setting for socialization, ritual, the contestation of authority and potential violence and abuse; the politicization of family models in public life and the media; national, cultural, ethnic and generational differences in ideas of family; family tensions in the context of migration and transnational living; the effects of changes in family life on vulnerable groups such as children, the disabled and the elderly.

The pre-requisite of SOC 3, or HSS 21, or HSS 22 is required.

Credits: 3

Cross-Listings: ANT 119, SOC 119

Annually

SOC 121 Body/Dress/Culture

This course addresses the ways that dressing the body differ cross-culturally and historically, shaping and being shaped by critical aspects of social and cultural identity. We look at ritual costumes, subculture uniforms and fashion in a global perspective. We explore the myriad ties between dress and gender, the relation between clothing, political identities and religious belief, the ways that dress has been historically shaped by body movement and cloth/clothing as a local, historical and global commodity. Readings draw from the extensive literature on these subjects within anthropology, sociology, cultural studies and fashion and art history.

Credits: 3

Cross-Listings: ANT 121, SOC 121

On Occasion

SOC 125 Globalization

The course takes a multicultural approach to analyzing the global impact of nationalism, capitalism, communism, technology, and world religions on societies and cultures of varying scale.

The pre-requisite of SOC 3, or HSS 21, or HSS 22 is required.

Credits: 3

Cross-Listings: ANT 125, SOC 125

On Occasion

SOC 126 Gender, Culture and Society

Examines the gendered dynamics of social and cultural relations. Explores how gender is imagined, constructed and lived across a broad

spectrum of historical periods, institutions and cultural locations. Special attention is paid to the ways in which "gender" as practice, performance and representation has differed for women and men according to race, class and other divisions.

The pre-requisite of SOC 3, or HSS 21, or HSS 22 is required.

Credits: 3

Cross-Listings: ANT 126, HUM 126, SOC 126
Annually

SOC 128 Criminology

An examination of crime in modern society: the extent and social cost of violent, property, white-collar, corporate and organized crime and the accuracy of crime statistics. Crime prevention and punishment are also considered.

The pre-requisite of SOC 3, or HSS 21, or HSS 22 is required.

Credits: 3

Cross-Listings: ANT 128, SOC 128

On Occasion

SOC 130 Socialization: The Self and Society

An analysis of the processes by which individuals become socialized - that is, acquire the cultural knowledge they need to be functioning members of their society. Sociological and anthropological perspectives are offered on selected topics such as: the social self, role theory, symbolic interaction systems, ritual, popular culture and social media.

The tensions between individualism and collectivism are explored.

The pre-requisite of SOC 3, or HSS 21, or HSS 22 is required.

Credits: 3

Cross-Listings: ANT 130, SOC 130

On Occasion

SOC 132 Anthropology/Sociology of the Bible

A study of Hebraic-Christian roots in Sumeria and Egypt; the rise of the Israelite Sacral League of Yahwists in Canaan and its transformation into the Davidic monarchy; prophets; apocalyptic Messianic beliefs; the origins of Christianity. An archeological, historical and linguistic examination is made of the peoples of the Hebrew and Christian Bibles, employing sociological and anthropological models and theories.

The pre-requisite of SOC 3, or HSS 21, or HSS 22 is required.

Credits: 3

Cross-Listings: ANT 132, SOC 132

On Occasion

SOC 133 African Cultures and Societies

An analysis of the diverse forms of socio-political groupings in Africa, the nature and effects of European colonialism on smaller-scale African societies and cultures, and the emergence of independent nation-states on the continent.

The pre-requisite of ANT 4, or ANT 5, or HSS 21, or HSS 22 is required.

Credits: 3

Cross-Listings: ANT 133, SOC 133

Annually

SOC 142 Native Americans Before Columbus

An archeological and ethnographic survey of the diverse native American cultures in North America and Mexico before the European conquest: Beringia, Paleo-Indians, Mound Builders, Vision Quest, Sun Dance - with a concentration on selected topics.

The pre-requisite of ANT 4, or ANT 5, or HSS 21, or HSS 22 is required.

Credits: 3

Cross-Listings: ANT 142, SOC 142

On Occasion

SOC 143 Native Americans Today

An examination of the devastating consequences of exploration, trade and settlement (e.g., epidemics) that followed European expansion into North America and Mexico; the variety of Native American responses to conquest; the lives of Native Americans today.

The pre-requisite of ANT 4, or ANT 5, or HSS 21, or HSS 22 is required.

Credits: 3

Cross-Listings: ANT 143, SOC 143

On Occasion

SOC 149 Shamanism and Witchcraft

A look into powerful oral folk systems of spirituality, including ancestor worship, voodoo and shamanism. Students use cross-cultural comparison to study spirit possession, magic, rites of passage, divination, healing, and witchcraft and sorcery. Folk religions are examined to show how ritual helps to explain suffering, death and misfortune, to promote morality and heighten social solidarity, and to legitimize authority. They are also explored as a source of solace and resistance for marginalized and oppressed people.

The pre-requisite of ANT 4, or ANT 5, or HSS 21, or HSS 22 is required.

Credits: 3

Cross-Listings: ANT 149, SOC 149

Annually

SOC 152 Folklore

A survey of folktales, myths, legends, ballads, folk songs, jokes, riddles, the blues, rapping and so on. Diverse forms, functions and interpretations of oral literature around the world are examined.

The pre-requisite of ANT 4, or ANT 5, or HSS 21, or HSS 22 is required.

Credits: 3

Cross-Listings: ANT 152, SOC 152

On Occasion

SOC 153 Islamic Societies

The central aim of this course is to introduce students to basic issues surrounding the lived experiences of Muslims in different social settings around the world. We start with the notion that the meaning of being Muslim is variable over time and place, dependent on the particular context in which Muslims live. We will examine in detail

variations in religious and cultural practices, patterns of gender inequality, and critiques of the structuration of Muslim social realities by other Muslims.

The pre-requisite of ANT 4, or ANT 5, or HSS 21, or HSS 22 is required.

Credits: 3

Cross-Listings: ANT 153, SOC 153

On Occasion

SOC 160 Popular Culture

An introductory survey of the study of popular culture. Drawing on recent work in contemporary cultural anthropology, the course examines race, sex and class dynamics and their intersection with issues in popular culture on a variety of topics and in different world regions, with special attention to music, dance, and film in the U.S. and the Caribbean.

The pre-requisite of ANT 4, or ANT 5, or HSS 21, or HSS 22 is required.

Credits: 3

Cross-Listings: ANT 160, SOC 160

Annually

SOC 161 Sociology of Sport

An investigation into and analysis of the significance of sports as social phenomena. Readings and discussions go beyond scores, statistics, standings and personalities to focus on the "deeper game" associated with sports, the game through which sports become an integral part of the social and cultural worlds in which people live.

The pre-requisite of SOC 3, or HSS 21, or HSS 22 is required.

Credits: 3

Cross-Listings: ANT 161, SOC 161

Annually

SOC 165 Art, Culture and Society

An investigation into the relationship between art and the cultures and societies that produce it. The course explores the meaning of art in different social and cultural contexts, the use and production of art in daily and ritual life, and the political and performative potential of artistic forms. Music and dance, masks and pottery, cloth and carvings, altars and architecture, for example, are explored in their social and cultural settings. The particular traditions/genres studied will vary with the expertise of occasional guest teachers/artists. The course will make use of the many venues for viewing art in New York City.

The pre-requisite of ANT 4, or ANT 5, or HSS 21, or HSS 22 is required.

Credits: 3

Cross-Listings: ANT 165, SOC 165

On Occasion

SOC 171 Asian Cinema

Special topics in the sociological analysis of the production, distribution and consumption of Asian films.

The pre-requisite of SOC 3, or HSS 21, or HSS 22 is required.

Credits: 3

Cross-Listings: ANT 171, MA 171, SOC 171

On Occasion

SOC 173 African Civilizations

This course examines African civilizations from the earliest period to the age of the Atlantic Slave trade. The abandonment of a hunting and gathering way of life and the introduction of agriculture and metallurgy has been seen as one of the major indicators of an emerging civilization. Recent archaeological research suggests that several areas of Africa experienced this kind of transformation independently. This course will explore the nature of that transformation and how it affected Africa's economic, political, and social development.

Further, the course will examine the influence that African civilization has had on other cultures worldwide

The pre-requisite of SOC 3, or HSS 21, or HSS 22 is required.

Credits: 3

Cross-Listings: ANT 173, SOC 173

Bi-annually

SOC 181 Africa Forum Event

The annual Africa Forum is a one-day conference that brings special speakers and events to LIU Brooklyn. Its goal is to enable students to learn more about the African continent, its people and its role in world affairs. Information about event scheduling as well as assignments required by the associated one-credit course can be obtained in advance from the Department of Sociology/Anthropology.

The pre-requisite of ANT 4, or ANT 5, or HSS 21, or HSS 22 is required.

Credits: 1

Cross-Listings: ANT 181, SOC 181

Every Fall

SOC 188 Meditation Workshop

This course will take a secular and experiential approach to learning about meditation practices used in different cultures around the world. After completing preparatory reading assignments, students will attend two day-long workshops on campus to practice specific meditation techniques. They will complete other reading, writing and practice assignments at home. This work will result in a final essay paper. Information about the one-credit course must be obtained in advance from the Department of Sociology-Anthropology. Please note: students MUST ATTEND both workshops to be considered enrolled in the course.

The pre-requisite of SOC 3, or HSS 21, or HSS 22 is required.

Credits: 1

Cross-Listings: ANT 188, SOC 188

Every Spring

SOC 195 Honors Study

Honors Study is designed to give outstanding students an opportunity to do independent work in their major under the guidance of a member of the

faculty. To be eligible, students must have upper-junior or senior status, a cumulative quality-point ratio of 3.00, a 3.25 ratio in their major, and the permission of the Chair of the Department and of the Dean. A total of six credits of Honors Study is the maximum allowed.

The pre-requisite of SOC 3, or HSS 21, or HSS 22 is required.

Credits: 3

On Demand

SOC 197 Independent Study

Students undertake rigorous, semester-long independent work under the supervision of a faculty member. The topic and specific assignments to be completed must be agreed upon in advance and approved by the Department Chair and the Dean.

The pre-requisite of SOC 3, or HSS 21, or HSS 22 is required.

Credits: 1 to 4

On Demand

SOC 198 Independent Study

Students undertake rigorous, semester-long independent work under the supervision of a faculty member. The topic and specific assignments to be completed must be agreed upon in advance and approved by the Department Chair and the Dean.

The pre-requisite of SOC 3, or HSS 21, or HSS 22 is required.

Credits: 3

On Demand

SOCIAL SCIENCE

The Division of Social Science, with the approval of the Director of the Division, offers an A.A. degree in Social Science, and interdisciplinary Bachelor of Arts and Bachelor of Science degrees in Social Science.

A.A. in Social Science

A.A., Social Science

[Program Code: 06951]

Graduation Requirements

Students must satisfy the Placement, Proficiency, Orientation and Core Curriculum criteria outlined in the Graduation Requirements section of this bulletin.

Core Curriculum requirements for this major are summarized below:

Core Seminar 3 credits

Humanities

English Composition 3 credits

English Literature 6 credits

Philosophy 6 credits

Foreign Language 6 credits

Social Sciences

History 6 credits

Social Sciences 6 credits

(ANT, ECO, POL, PSY, SOC)

Science and Mathematics

Mathematics 3 - 4 credits

Science 10 credits

Communication, Visual & Performing Arts

Speech 3 credits

Visual & Performing Arts 3 credits

(ART, DNC, MUS, THE)

Major Requirements

Students who intend to continue on to a bachelor's degree must reapply for admission. Students interested in an associate degree should contact the Richard L. Conolly College Dean's Office.

To qualify for the Associate in Applied Science or in Arts, students must complete at least 64 credits in the liberal arts and sciences with a minimum 2.0 grade-point average and satisfy all requirements:

Electives

To be determined by proficiency requirements.

Credit and GPA Requirements

Minimum Total Credits: 64

Minimum Overall GPA: 2.0

B.A. in Social Science

B.A., Social Science

[Program Code: 78843]

Graduation Requirements

Students must satisfy the Placement, Proficiency, Orientation and Core Curriculum criteria outlined

in the Graduation Requirements section of this bulletin.

Core Curriculum requirements for this major are summarized below:

Core Seminar 3 credits

Humanities

English Composition 3 credits

English Literature 6 credits

Philosophy 6 credits

Foreign Language 6 credits

Social Sciences

History 6 credits

Social Sciences 6 credits

(ANT, ECO, POL, PSY, SOC)

Science and Mathematics

Mathematics 3 - 4 credits

Science 10 credits

Communication, Visual & Performing Arts

Speech 3 credits

Visual & Performing Arts 3 credits

(ART, DNC, MUS, THE)

Major Requirements

The Division of Social Science offers an interdisciplinary major leading to a B.A. in Social Science. This flexible program is intended to serve students who are already established in careers or whose professional goals and personal interests require an interdisciplinary course of study.

Students are permitted into the program only with the approval of the director of the division and, subsequently, must be closely counseled by a faculty member in their department of concentration in order to develop a coherent and well-integrated program.

Program Model

- Proficiency courses and core curriculum
- Area of Concentration - 30 credits
- 3-6 credits of lower-division courses in concentration
- 15 credits of upper-division courses in concentration
- 9-12 credits of upper-division courses in other departments of the Division of Social Science

Social Science

- One course from Social Science 223, 224 capstone series - 3 credits
- Electives (to be determined by proficiency)

Credit and GPA Requirements

Minimum Total Credits: 128

Minimum Liberal Arts and Sciences Credits: 96

Minimum Major Credits: 30

Minimum Credits in Courses > 100 Level: 48

Minimum Major GPA: 2.0

Minimum Overall GPA: 2.0

B.S. in Social Science

B.S., Social Science

[Program Code: 78844]

Graduation Requirements

Students must satisfy the Placement, Proficiency, Orientation and Core Curriculum criteria outlined in the Graduation Requirements section of this bulletin.

Core Curriculum requirements for this major are summarized below:

Core Seminar 3 credits

Humanities

English Composition 3 credits

English Literature 6 credits

Philosophy 6 credits

Foreign Language 6 credits

Social Sciences

History 6 credits

Social Sciences 6 credits

(ANT, ECO, POL, PSY, SOC)

Science and Mathematics

Mathematics 3 - 4 credits

Science 10 credits

Communication, Visual & Performing Arts

Speech 3 credits

Visual & Performing Arts 3 credits

(ART, DNC, MUS, THE)

Major Requirements

The Division of Social Science offers an interdisciplinary major leading to a B.S. in Social Science. This flexible program is intended to serve students who are already established in careers or whose professional goals and personal interests require an interdisciplinary course of study.

Students are permitted into the program only with the approval of the director of the division and, subsequently, must be closely counseled by a faculty member in their department of concentration in order to develop a coherent and well-integrated program.

Program Model

- Proficiency courses and core curriculum
- Area of Concentration - 30 credits
- 3-6 credits of lower-division courses in concentration
- 15 credits of upper-division courses in concentration
- 9-12 credits of upper-division courses in other departments of the Division of Social Science

Social Science

- One course from Social Science 223, 224 capstone series - 3 credits
- Electives (to be determined by proficiency)

Credit and GPA Requirements

Minimum Total Credits: 128

Minimum Liberal Arts and Sciences Credits: 64

Minimum Major Credits: 30

Minimum Credits in Courses >100 Level: 48

Minimum Major GPA: 2.0

Minimum Overall GPA: 2.0

MINORS

Minor in Asian Studies

The Asian Studies minor is an interdisciplinary program with a flexible curriculum that emphasizes the development of knowledge and analytical approaches needed to understand the emergence of Asia in the twenty-first century. This twelve-credit minor program draws from numerous courses offered at LIU Brooklyn that focus on the history, cultures, societies, economics, politics, arts and contemporary issues pertaining to the Asian continent. Cross-listed courses for the Asian Studies Minor Program have included those from sociology-anthropology, history, art, dance, media art, music, philosophy and economics.

The Asian Studies Minor certificate offers the student an addition to your diploma that many in the business community and world of higher education will find attractive in this age where the ascendance of Asia is a major driving force in a globalized economy. Led by China and India, the countries of the Asian continent will continue to play a greater role in the world as their economies surge throughout the foreseeable future. LIU students who want to be a part of this ascendance would be well advised to use this opportunity to add Asia to their list of interests.

Requirements for Asian Studies Minor

The Asian Studies minor requires twelve credits in courses approved for the minor related to Asia. These courses include:

- Asian Cinema
- Asian Cultures and Societies
- Asian Music Seminar
- Asian Philosophy
- Current International Economic Problems
- East Asia: the Modern Period
- Ethnic Entrepreneurship
- Hatha Yoga
- International Economics
- Islamic Societies
- Non-Western Calligraphy
- Religion and Society: Buddhism
- World since 1945
- 20th Century East Asia-U.S. Relations

Students are encouraged to take "Asian Cultures and Societies" and/or "East Asia: the Modern Period."

An additional requirement is that each student enrolled in the Asian Studies Minor attends at least one Asia Forum, a lecture or performance given each semester by a distinguished scholar or artist on a broad range of subjects having to do with issues affecting Asia or Asian peoples.

There is no required course in the minor but all

students will arrange their individual course of study in consultation with the director of the Asian Studies Minor program. Courses outside of those listed will be considered on a case-by-case basis.

To participate in the Asian Studies Minor, please contact Professor Haesook Kim, Director of Asian Studies Minor Program at hkim@liu.edu; Room H833.

Credit and GPA Requirements

Minimum Total Credits: 12

Minimum Minor GPA: 2.0

Minor in Latin American and Caribbean Studies

Students in any school or department may pursue an academic minor in Latin American and Caribbean Studies, an interdisciplinary field that provides students with a broad understanding of the politics, history, economics, cultures, literature and languages of an important and diverse region of the world. A cross-cultural understanding of the Latin American-Caribbean region is a valuable asset, opening a window into foreign histories and perspectives outside the U. S. experience that broaden horizons and increase marketable capabilities.

Some of the issues addressed by the program include Latin American and Caribbean politics, cultures and societies; dependency theory (which originated in the region), modernization and corporatism; class, race, gender and ethnicity; nationalism; religion (liberation theology); political and social movements, popular revolutions and socialist experiments, military coups and regimes, and human rights concepts and movements; contributions of the region to the arts (magical realism, poetry, murals, dance, music, theatre) and international law; and languages and literature.

The LACS minor requires 12 credits in courses approved for the minor related to Latin American and Caribbean themes. Six credits must be in the Social Sciences and six in the Arts and Humanities. At least one course must be an upper-division language course (Spanish or French). Courses taken outside the Richard L. Conolly College of Arts & Sciences are considered on a case-by-case basis. Students are strongly encouraged to take either Latin American Politics, Latin American History, or Peoples and Cultures of the Caribbean and Latin America.

Courses taken in fulfillment of the LACS minor may come from permanent offerings or may be special topics courses. Independent studies are arranged when necessary or appropriate. Any course taken in fulfillment of the LACS minor must devote more than half its focus to Latin American and/or Caribbean themes. Here is the listing of LACS courses:

Social Science

ANT	135	Peoples and Cultures of Latin American and the Caribbean	3
ANT	512	Race in the Americas	3
HIS	565	Latin America in World History	3
POL	154	Human Rights in International Politics	3
POL	163	Music and Popular Struggle in Chile	3
POL	164	Latin American Politics	3
POL	167	Revolutionary Theory and Governments	3

Humanities

ENG	64	Non-Western Literature: Caribbean and Latin American	3
ENG	169	Non-Western Postcolonial Literature: Caribbean and Latin American	3
SPA	105	The Hispanic World	3
SPA	133	Readings in Spanish-American Literature	3
SPA	137	Contemporary Puerto Rican Literature	3
SPA	138	The Contemporary Latin American Novel	3
SPA	139	Outstanding Women Writers of the Spanish-Speaking World	3
SPA	140	Literature of Social Protest and Revolution	3

For advising and further information, please contact Professor Carole Maccotta, Room H-415; (718) 780-4331.

Credit and GPA Requirements

Minimum Total Credits: 12

Minimum Minor GPA: 2.0

Social Science Courses

SSC 190 Research Seminar

Designed to encourage and assist students interested in graduate-level study in the social sciences (anthropology, economics, history, political science, psychology, sociology and urban studies). Students are required to do research in their discipline/academic major or field of graduate interest. Interaction with professors and peers exposes students to academic subjects and research techniques. Emphasis is on strengthening research and writing skills and on guidance toward the completion of a graduate-level research paper. Prerequisite: Approval of appropriate Social Science Chair.

Credits: 3
Annually

SSC 223 Capstone Seminar in the Social Sciences

The Capstone Seminar in the Social Sciences (either SSC 223 or SSC 224) is required of all Social Science majors in their senior year. The seminar is an exploration and analysis from an interdisciplinary perspective of select critical issues, problems and frontiers in the social sciences that allows students to apply skills and analytical tools developed throughout their years of involvement in social science disciplines. Normally team-taught, the seminar promotes experimentation and provides a culminating academic focus for social science majors. Course topics and themes vary from year to year.

Allow Junior and Senior Level enrollment only
Credits: 3
Every Fall and Spring

SSC 224 Capstone Seminar in Social Seminar

The Capstone Seminar in the Social Sciences (either SSC 223 or SSC 224) is required of all Social Science majors in their senior year. The seminar is an exploration and analysis from an interdisciplinary perspective of select critical issues, problems and frontiers in the social sciences that allows students to apply skills and analytical tools developed throughout their years of involvement in social science disciplines. Normally team taught, the seminar promotes experimentation and provides a culminating academic focus for social science majors. Course topics and themes vary from year to year.

Credits: 3
Every Fall and Spring

SSC 228 Hatha Yoga 1

Hatha Yoga is a physical practice of asanas (yoga postures). It is a balance and integration of opposites: positive/negative; active/passive; left/right. The challenging process balancing the body through the combination of movement and breath achieves balance of the mind and spirit. Thus, the primary focus of Hatha Yoga is to unite body, mind and spirit. Reading and written

assignments are geared to a full understanding of this discipline. Three hours. May be taken twice for credit.

Credits: 2
Cross-Listings: DNC 1111, SSC 228
Every Fall and Spring

SSC 229 Hatha Yoga 2

A continuation of Dance 1111 with the addition of more challenging asanas. Students will keep a journal of their progress and their observations. Prerequisite: DNC 1111. May be taken twice for credit.

Pre-requisite of DNC 1111 is required.
Credits: 2
Cross-Listings: DNC 1112, SSC 229
Every Fall and Spring

SSC 231 Honors Advanced Elective Seminar

An interdisciplinary seminar that engages students in explorations of unique topics proposed by faculty from departments and programs across the university and occasionally from members of the professional world. Seminar topics are first reviewed and approved by members of the Honors College and the Honors Advisory Board. Faculty teaching Honors Advanced Elective Seminars are encouraged to integrate experimental and non-traditional pedagogies into their courses, including field trips, workshops, and student organized exercises. Topics change each semester.

Student must be part of the Brooklyn Honors Student Group in order to register for the course.
Credits: 3
Cross-Listings: HHE 139, SSC 231
Every Semester

SSC 233 Contemporary Puerto Rican Literature

Study of twentieth century fiction, poetry and theatre from 1930 to the present. Conducted in Spanish.

Credits: 3
Cross-Listings: SPA 137, SSC 233
On Demand

SSC 234 Non-Western or Post-Colonial Literature

This course focuses on works, in English and in translation, emerging from non-Western cultures, including the cultures of Asia, Africa and South America. Courses in this category span a geographical region and a period of time adequate to address the historical context of the literature. Themes vary from semester to semester and may include topics such as: Voices of the African Diaspora, Buddhism in Asian Literatures, or Postcolonial Literature and the Atlantic World. Of the following pre-requisites two courses are required: ENG 61, ENG 62, ENG 63 and or ENG 64; or HEG 21 and 22.

Credits: 3
Annually

SSC 235 Latin American and Caribbean Cultures and Societies

A comparative survey of indigenous, diaspora,

colonial and postcolonial cultures in Latin America and the Caribbean. Special topics may include: creole, literacy and other language issues; migration and transnational identities; gender; poverty and socioeconomic development; African identities in the New World; and ritual and performance. The pre-requisite of ANT 4, or ANT 5, or HSS 21, or HSS 22 is required.

Credits: 3
Cross-Listings: ANT 135, SOC 135, SSC 235
Annually

SSC 239 East Asian Cultures and Societies

An examination of the major social institutions and cultural patterns of Asian people. Special emphasis is placed on China, Japan, Korea and Vietnam. The pre-requisite of SOC 3, or HSS 21, or HSS 22 is required.

Credits: 3
Cross-Listings: ANT 134, SOC 134, SSC 239
On Occasion

School of Arts and Communication

The School of Arts and Communication offers majors in visual arts, dance, journalism, media arts, music, and communication studies, with a minor in theatre. Master of Arts and Master of Fine Arts graduate programs are offered in media arts.

Students must fulfill the requirements of the core curriculum, and satisfy the requirements of their major. Of the 128 credits required for graduation, at least 48 must be earned in courses numbered above 100.

DEPARTMENT OF JOURNALISM AND COMMUNICATION STUDIES

Senior Professor: Engelman
Professors: Bird (Chair), Parisi
Professor Emeritus: Freeman
Associate Professors: Del Collins, Greaves-Venzen, Rauch
Adjunct Faculty: 20

The study of communications is vital for our public life as a nation, our individual professional careers and our inter-personal relations. The Department of Journalism and Communication Studies enables students to master a broad range of communication theories and skills through two dynamic programs: a news-editorial and production program leading to a **B.A. in Journalism** and a Communication Studies program leading to a **B.A. in Speech**. The journalism program prepares students for exciting careers in print, broadcast, multi-media and online journalism as well as public relations, corporate communications and the legal profession. The communication studies program empowers students to become effective communicators, resulting in improved personal relationships, greater academic success and the fulfilment of career goals.

Journalism

The Bachelor of Arts in Journalism capitalizes on LIU's location in the media capital of the world as it prepares students for a wide variety of media careers. We offer concentrations in print and broadcast journalism and in on-line and multi-media reporting. Students may also specialize in sports or international journalism as well as public relations or pre-law studies. Students apply their skills at the campus newspaper and radio and TV stations. They also receive invaluable experience as interns for news organizations like NY1, The New York Times, Vibe, CNN, MTV News, People Magazine, NBC Universal and CBS Sports. Journalism majors have also acquired foreign journalism internships in Russia, South Africa, England and India funded by the department's Kruglak Fellowship.

B.A. in Journalism

B.A., Journalism

[Program Code: 06901]

Graduation Requirements

Students must satisfy the Placement, Proficiency, Orientation and Core Curriculum criteria outlined in the Graduation Requirements section of this bulletin.

Core Curriculum requirements for this major are summarized below:

Core Seminar 3 credits

Humanities

English Composition 3 credits

English Literature 6 credits

Philosophy 6 credits

Foreign Language 6 credits

Social Sciences

History 6 credits

Social Sciences 6 credits

(ANT, ECO, POL, PSY, SOC)

Science and Mathematics

Mathematics 3 - 4 credits

Science 10 credits

Communication, Visual & Performing Arts

Speech 3 credits

Visual & Performing Arts 3 credits

(ART, DNC, MUS, THE)

Ancillary Requirements

Choose one (1) course from the following:

MA 106 Video Workshop 3.00

MA 111 Photo Journalism 3.00

MA 115 Introduction to
Photography 3.00

MA 118 Digital Photo 3.00

MA 124 Computer Graphics I 3.00

MA 125 Digital Publishing I 3.00

Major Requirements

Must Complete All Courses In This Requirement

JOU 100 History of the Press 3.00

JOU 101 The Law of
Communications 3.00

JOU 119 News Writing 3.00

JOU 120 Introduction to Mass
Communication 3.00

JOU 135 News Reporting I 3.00

JOU 136 News Reporting II 3.00

JOU 160 Cooperative Training 1.00

12 Additional Credits in Journalism Courses

Numbered Above 100

Credit and GPA Requirements

Minimum Total Credits: 128

Minimum Liberal Arts and Sciences Credits: 96

Minimum Major Credits: 31

Minimum Credits in Courses >100 Level: 48

Ancillary Course Requirements: See above

Minimum Major GPA: 2.0

Minimum Overall GPA: 2.0

Communication Studies

A wide range of courses provides students with the hands-on skills, savvy, and wherewithal to effectively communicate in "real time" with real human beings. The 21st century has seen the field of "speech" grow to include human communication in organizations, family settings, mass and social media, culture, and public relations. The definition of communication has broadened to embrace communication theory and methodologies that draw upon various social sciences. In a world where communities and cultures are "rubbing elbows" through social media, face-to-face communication and collaboration are vital for enhancing careers, developing personal and professional relationships, solving complex problems, and fostering leadership roles in a global community.

B.A. in Speech

B.A., Speech

[Program Code: 06934]

Graduation Requirements

Students must satisfy the Placement, Proficiency, Orientation and Core Curriculum criteria outlined in the Graduation Requirements section of this bulletin.

Core Curriculum requirements for this major are summarized below:

Core Seminar 3 credits

Humanities

English Composition 3 credits

English Literature 6 credits

Philosophy 6 credits

Foreign Language 6 credits

Social Sciences

History 6 credits

Social Sciences 6 credits

(ANT, ECO, POL, PSY, SOC)

Science and Mathematics

Mathematics 3 - 4 credits

Science 10 credits

Communication, Visual & Performing Arts

Speech 3 credits

Visual & Performing Arts 3 credits

(ART, DNC, MUS, THE)

Program Model

- Proficiency Courses and Core Curriculum
- Department Requirements - 36 credits in the major to be selected in consultation with the student's departmental advisor
- Distribution - Any 6 credits from advanced Art, Dance, English, Journalism, Media Arts, Music, Psychology, Sociology or Teaching and Learning courses.
- Electives (to be determined by proficiency requirements)

Credit and GPA Requirements

Minimum Total Credits: 128
Minimum Liberal Arts and Sciences Credits: 96
Minimum Total Major Credits: 36
Minimum Credits in Courses >100 Level: 48
Distribution Requirement: see above

Minimum Major GPA: 2.0
Minimum Overall GPA: 2.0

MINORS

Minor in Journalism

A Journalism minor equips students with the insight, knowledge and tools to understand, critically analyze and use mass and social communications in today's rapidly changing world. Highly recommended are JOU 119/ENG 126 News Writing and JOU 101 The Law of Communications plus two other three-credit journalism courses--although any 12 credits in Journalism is sufficient for a minor.

A journalism minor requires 12 credits at or above the 100 level.

Credit and GPA Requirements

Minimum Total Credits: 12
Minimum Minor GPA: 2.0

Minor in Speech

A wide range of courses provides students with the hands-on skills, savvy, and wherewithal to effectively communicate in "real time" with real human beings. In a world where cultures and communities are "rubbing elbows" through social media, face-to-face communication and collaboration are more than ever before vital for enhancing careers, developing personal and professional relationships, solving complex problems, and fostering leadership roles in a global community. ? A Communication Studies minor consists of twelve credits of SPE courses (normally four courses) over 100.

Minor in Speech Requirements

One of the following options:

Four SPE courses above 100 level
OR

Two SPE (speech) courses above 100 level
AND

Two THE (theater) courses above 100 level

Credit and GPA Requirements

Minimum Total Credits: 12 credits
Minimum Minor GPA: 2.25

Journalism Courses

JOU 100 History of the Press

The course provides students with an overview of the development of print journalism in the United States, especially the response of newspapers and magazines to changes in social conditions and communication technologies. Students will examine the role of the press from the American Revolution to the present. Special attention will be given to coverage of military conflict from the Spanish-American War and the two World Wars to Vietnam and Iraq. The course will scrutinize a wide range of mainstream and dissident publications. Concurrently the course will examine the contemporary crisis of print journalism and the convergence of print and electronic journalism on the Internet, including the growing importance of webzines, news aggregators and bloggers.

Credits: 3

Every Spring

JOU 101 The Law of Communications

The course will review the great debate over the meaning of the First Amendment and the protection it affords the press and electronic mass media. Students will examine concepts and landmark cases in such areas as defamation, copyright, privacy, obscenity, protection of news sources, secrecy in government, the regulation of advertising, broadcasting and anti-trust law. Emphasis will be placed on how both social and technological changes require reconsideration of First Amendment protections. Special attention will be given to the legal problems posed by new communication technologies such as cable television, communication satellites, computers and the Internet.

Credits: 3

Every Fall

JOU 102 The Press in a Democratic Society

The role, impact and responsibilities of journalists and mass media in a free society. Recommended for juniors and seniors.

Credits: 3

On Demand

JOU 107 International Newsgathering Systems

Development, practices and concepts of the foreign press and international communications. Consideration of such structures as social institutions and their role in the press systems of developing countries. History of media in authoritarian systems; existing techniques of control, and political, economic, legal and cultural barriers that inhibit freedom of expression and the dissemination of information. Review of communication channels and interactive media that open or restrict the information flow in our global telecommunications grid.

Credits: 3

On Occasion

JOU 109 Mass Media and Culture

Examination of how mass media portray and are influenced by popular and folk cultures. Students survey historical, theoretical and empirical data concerning the relationships between media and artifacts of mass culture. Various cultural manifestations such as sensationalism in supermarket tabloids, tabloid television, websites and blogs that cater to sensationalism and unofficial forms of expression-such as rumor cycles-are studied to determine how mass and social media both initiate and report the expressions of various regional and social groups.

Credits: 3

On Demand

JOU 110 Case Studies in International Newsgathering Systems

With a variety of systems in a changing world, case studies in international news gathering are designed to focus on specific problems of press freedom under different political systems. One topic, for instance, might be environmental reporting. Press function and censorship in non-Western countries and press/public relations in other systems form the core of the course.

Credits: 3

On Demand

JOU 111 Photojournalism

A production-based class exploring the use of traditional photography and electronic media imaging. Topics include the photo essay, the ethical use of images in media, photo documentary, and the human condition in photography. Students are required to complete weekly photographic and written narrative assignments as well as a final documentary project.

Pre-requisite of MA 115/ART 115 is required or permission of the instructor.

Credits: 3

Cross-Listings: JOU 111, MA 111

Every Spring

JOU 118 Media Management

Concentration on the business and management of large media organizations and special interest and foreign language publications. Focus is on new management concepts and solutions to the complex problems facing today's media organizations. Specific areas addressed include administrative service, start-ups, management planning systems, corporation strategy and collective bargaining.

Credits: 3

On Demand

JOU 119 News Writing

Introduction to writing news stories, which are studied for their organization, form, style and effectiveness as expression and communication. Students learn to apply Associated Press style and write leads. In newsroom laboratory sessions, students apply professional standards to frequent assignments. (English majors should register for this course as ENG 126 rather than JOU 119).

Pre-requisite of ENG 16 or MA 150 is required.

Credits: 3

Cross-Listings: ENG 126, JOU 119

Every Semester

JOU 120 Introduction to Mass Communication

An introduction to the fields of print, electronic, interactive, and social media. Students are exposed to media theory and to a critical approach of the function of mass communication in American society. They examine the role of newspapers, magazines and books, as well as film, recording, broadcasting, digital and personal media. The impact of cable TV, personal computers, New Media and other recent communication technologies receive special attention. The course also reviews persuasive uses of mass media in politics, advertising and public relations. Emphasis on contemporary trends in mass communication.

Credits: 3

Every Fall and Spring

JOU 122 Magazine and Blog Writing

Students learn to develop and research feature-article ideas, make subjects come alive, and angle their work toward popular and specialized publications, zines and personal blogs. The class will study the content of leading magazines and Zines and how to pitch articles to them.

Pre-requisite of JOU 119 is required.

Credits: 3

Annually

JOU 126 Principles of Advertising

An introduction to advertising with emphasis on effective creative strategies. Students gain insight into all phases of the business including E-print, radio, television, agency operations and research.

Credits: 3

Cross-Listings: JOU 126, MA 126

Annually

JOU 129 Radio News & Talk Shows

The course introduces the class to radio journalism and the wide range of talk shows on radio and TV. Students develop skills to produce radio news reports and documentaries. In addition, students become acquainted with the different forms of talk programming, from sports radio to opinion shows on cable TV.

The pre-requisite of JOU 119 / ENG 126 or MA 150 is required or permission of the Department.

Credits: 3

Cross-Listings: JOU 129, MA 129

Annually

JOU 130 Television Journalism

A skills course that focuses on writing for television newscasts and on providing technical direction for behind-the-scenes directors regarding video tapes, sound bites, live shots, timing, and on-screen graphics. Included are analyses of TV news content, the historic and current impact of television on print journalism, and comparisons of various news media.

The pre-requisite of JOU 119 / ENG 126 or MA 150 is required or permission of the Department.

Credits: 3

Cross-Listings: JOU 130, MA 130

On Demand

JOU 131 History of Television and Video

A critical survey of the history of television and video in the U.S. from the beginning of broadcasting to the present. Topics will include the origins of broadcasting, the evolution of the networks and network news, and the impact of cable TV and other non-broadcast forms of television. The class will examine the impact of TV and video on American business, politics and recreation. The course will focus on television as a powerful cultural medium, with emphasis on the full-range of programming from comedy and drama to public affairs and sports.

Credits: 3

Cross-Listings: JOU 131, MA 109

On Occasion

JOU 132 TV News Workshop

A practical application of skills and knowledge base obtained in Journalism 130. Students will create video news reports.

Credits: 3

On Demand

JOU 135 News Reporting I

The development of fundamental skills of news reporting. Students learn to research and cover stories in a variety of news beats. The class explores how to cover breaking news stories and introduces students to investigative techniques. In-class exercises are supplemented by assignments outside the classroom. Students gain insight from professional journalists as guest speakers.

The pre-requisite of JOU 119 / ENG 126 is required.

Credits: 3

Every Fall

JOU 136 News Reporting II

Advancement of the skills gained in Journalism 135 with an intensive study of actual newsroom problems and the preparation of longer, more complex interpretative stories. Students develop investigative journalism skills. Includes field assignments that require students to report stories off-campus, as well as in-class writing assignments. Entails the mastering of reporting requirements for different journalism platforms.

Pre-requisite of JOU 135 is required.

Credits: 3

Every Spring

JOU 140 Investigative Journalism

The course provides an introduction to the history and practice of investigative reporting in the United States that goes beyond coverage of day-to-day breaking news. It examines the historical tradition of the press uncovering wrongdoing through in-depth reporting. Students will be introduced to the

tools and techniques of gathering and analyzing difficult-to-obtain information from primary and secondary sources, including public records, databases and interviews. Each student will select and complete an investigative project.

The pre-requisite of JOU 119 / ENG 126 is required.

Credits: 3

On Occasion

JOU 141 Online Journalism

An introduction to writing, reporting and editing for news websites, blogs, and more. Topics include media convergence, interactivity, linking, RSS, podcasting and citizen journalism. Provides hands-on instruction in digital content gathering and multimedia presentation. Also addresses issues of social responsibility, credibility, law, and ethics as they relate to Internet journalism.

The pre-requisite of JOU 119 / ENG 126 or MA 150 is required or permission of the Department.

Credits: 3

Annually

JOU 143 Magazine Editing & Production

A survey of the magazine publishing industry, focusing on editorial judgement, copy editing, and production principles. Topics include issue planning, manuscript selection, editorial roles, target audiences, and entrepreneurship. Also considers the influence of advertising, circulation, marketing on content. Class projects help students develop editing and design skills using page-layout software to produce individual or group projects.

Credits: 3

Annually

JOU 144 Entertainment Journalism

Entertainment Journalism provides a historical overview of the rise of entertainment and celebrity journalism in the United States. The course examines case studies of celebrity coverage in various fields, from entertainment and sports to politics. The class considers the impact of paparazzi and bloggers. Students also will get training in reviewing popular culture and preparing for celebrity interviews and reporting.

The pre-requisite of JOU 119 / ENG 126 or MA 150 is required or permission of the Department.

Credits: 3

Cross-Listings: JOU 144, MA 144

Rotating Basis

JOU 145 Introduction to Public Relations

Public relations principles and practices with attention to theory, function, audience analysis and related communications skills. This course examines the evolution of public relations, its concepts and functions within organizations, its impact on the public and its role in society. Also, public relations ethics and responsibilities, research, planning, development and important issues and trends are examined. Selected brief case histories and a term project familiarize students with public relations activities of organizations such as

corporations, government agencies, medical centers and nonprofit agencies. This course offers a foundation for those who aspire to managerial careers.

Credits: 3

Cross-Listings: JOU 145, MA 1531

Annually

JOU 146 Case Studies in Public Relations

Exploration of the principles of strategic planning and persuasion, media placement, the creation of audiences, and the development of publicity campaigns. Review of various internal and external publications with attention to their design, content and persuasive capabilities. Students scrutinize organizations and learn how various advocacy groups and corporate adversaries plan strategic communications to shape public debate. Time is devoted to practical applications as students enjoy wide latitude in selecting their case studies.

The pre-requisite of JOU 119 / ENG 126 is required or permission of the Department.

Credits: 3

Cross-Listings: JOU 146, MA 1532

On Demand

JOU 147 Sports Information and Public Relations

Students examine the techniques of sports publicity, promotion and marketing for both amateur and professional athletics. Students study the production of sports statistics, press releases, press kits and marketing strategies for print and broadcast media. Sports information professionals meet with students to assist in developing their promotional projects. The class also considers more broadly the business of sports and the role of sports in American society.

The pre-requisite of JOU 119 / ENG 126 is required or permission of the Department.

Credits: 3

Cross-Listings: JOU 147, MA 140

Every Fall

JOU 151 Sports Reporting

Includes all aspects of sports writing, such as game description, features, columns and fantasy sports. Comparison of print and television coverage of the sporting world. Students develop interviewing and reporting techniques and learn how to cultivate sources. Guest speakers from the world of sports journalism are an integral part of the class.

Pre-requisite of JOU 119 / ENG 126 or MA 150 is required, or permission of the Department.

Credits: 3

Cross-Listings: JOU 151, MA 151

Annually

JOU 157 Creative Aspects of Advertising

Copywriting techniques for print media, radio and television and the creation of complete promotion packages for direct marketing. Students develop practical skills by creating advertising letters, brochures and commercials. For students who may be considering advertising as a profession.

Pre-requisite of JOU 119 / ENG 126 or MA 150 is

required, or permission of the Department.

Credits: 3

Cross-Listings: JOU 157, MA 157

On Occasion

JOU 160 Cooperative Training

Journalism majors engage in off-campus media internships and on-the-job study projects under the supervision of the Journalism Department.

Students are required to write about their experience as an intern and to solicit an evaluation from their on-site supervisors. This course may be taken for four semesters. Pass/Fail only.

Credits: 1

Every Fall, Spring and Summer

JOU 161 Campus News Media Internship

Journalism majors work as editors/managers on Seawanhaka and other campus news media, with emphasis on advancing their portfolios. Permission of the Journalism Chair is required.

The pre-requisite of JOU 119 / ENG 126 is

required and permission of the Department Chair.

Credits: 3

Every Fall

JOU 162 Campus News Media Internship

Journalism majors work as editors/managers on Seawanhaka and other campus news media with the emphasis on advancing their portfolios. Permission of the Journalism Chair is required.

The pre-requisite of JOU 119 / ENG 126 is

required and permission of the Department Chair.

Credits: 3

Every Spring

JOU 195 Honors Study

Honors Study is designed to allow outstanding students an opportunity to pursue independent work in their major under the guidance of a member of the faculty. There are no regular class meetings. To be eligible, students must have upper-junior or senior status, a cumulative quality-point ratio of 3.0 and a 3.25 ratio in their major subject, and the permission of the Chair of the Department and the Dean. A total of six credits of Honors Study is the maximum allowed.

Credits: 3

Every Semester

JOU 196 Honors Study

Honors Study is designed to allow outstanding students an opportunity to pursue independent work in their major under the guidance of a member of the faculty. There are no regular class meetings. To be eligible, students must have upper-junior or senior status, a cumulative quality-point ratio of 3.0 and a 3.25 ratio in their major subject, and the permission of the Chair of the Department and the Dean. A total of six credits of Honors Study is the maximum allowed.

Credits: 3

On Demand

JOU 197 Independent Study

Research on mass media topics or an intensive professional internship under the supervision of a member of the Journalism faculty. Prerequisite: Permission of the Department Chair and the Dean.

Credits: 3

On Demand

JOU 198 Independent Study

Research on mass media topics or an intensive professional internship under the supervision of a member of the Journalism faculty. Prerequisite: Permission of the Department Chair and the Dean.

Credits: 3

Rotating Basis

JOU 222 Social Media in Theory & Practice

Theories and practices of social networking from the perspective of writers, journalists, and media professionals. Examines social media as a system of communications as well as its influences on individuals, groups and society. Students develop familiarity with blogs, wikis, chat, IM, tags, comments, feeds, etc. Requires active collaboration in online discussions and digital projects, in addition to class meetings.

Credits: 3

Cross-Listings: JOU 222, MA 222, SPE 222

On Occasion

JOU 1561 Video Journalism I

An intermediate course that trains students to function as video journalists, integrating television production with newswriting skills. Using a digital camcorder and non-linear editing equipment, students learn both the technical and the aesthetic aspects of ENG shooting and how to combine in-class news acquisition principles with field application. (Same as Media Arts 1561)

The pre-requisite JOU 119 / ENG 126 or MA 150 is required.

Credits: 3

Cross-Listings: JOU 1561, MA 1561

On Demand

Speech Courses

SPE 3 Oral Communication

An introduction to communication theory and interpersonal skills. Students develop oral presentation techniques, including public speaking, group discussion and oral readings. Evaluation of individual student speech through analysis of voice and diction is conducted.

Credits: 3

Every Semester

SPE 3X Oral Communication for Nonnative Speakers

A course parallel to Speech 3 for non-native speakers who need special attention in the production of oral English. Satisfies the core.

Credits: 3

Every Fall and Spring

SPE 100 Voice and Diction

Students learn about vocal facility and capacity through exercises and practising the sounds and symbols of the International Phonetic Alphabet (IPA). The goal in this course is to develop intelligent and effective communication for business and professional advancement in our highly competitive society through standard American English. Moreover, students learn to speak clearly and more effectively in their daily lives. Overall, students discover the power of their natural voices by learning to let go of bad habits and freeing their vocal power.

The pre-requisite of SPE 3 or HSP 21 or HSP 22 is required.

Credits: 3

Every Fall and Spring

SPE 101 Oral Interpretation: Performance

Aesthetics

A study of the techniques of reading aloud, using the literature of various cultures and emphasizing increased appreciation and better use of vocal and physical communication. Prose literature is used to explore expository, descriptive and narrative genres.

Pre-requisite of SPE 100 is required or permission of the Instructor.

Credits: 3

Every Fall and Spring

SPE 102 Advanced Oral Interpretation: Advanced Performance Aesthetics

A study of advanced techniques and forms in the art of oral expression. Students explore poetry, drama and prose through a variety of interpretative genres, such as the soliloquy and choral speaking.

Pre-requisite of SPE 101 is required or permission of the instructor.

Credits: 3

Every Spring

SPE 105 Public Speaking

The study and practice of public speaking provides students with specific communication principles and skills for effective public presentations in a variety of formal and informal public, social, business and professional settings. Topics include learning techniques for overcoming fears, improving self-image, developing a personal communication style, observing the symbioses between speakers and audience, verbal and non-verbal communication, outlining, and composing and presenting professional speeches.

The pre-requisite of SPE 3 or HSP 21 or HSP 22 is required.

Credits: 3

Every Fall

SPE 107 Political Speech in American Life

Critical analyses and evaluations of selected speeches from American political life from before the Revolution to the present day.

The pre-requisite of SPE 3 or HSP 21 or HSP 22 is

required.

Credits: 3

Every Fall

SPE 109 Speech for Business and Organizations

The study of special speaking situations in business helps develop and strengthen effective communication skills. Students will learn how to conduct meetings with authority, and improve their leadership, conflict management and interviewing skills.

The pre-requisite of SPE 3 or HSP 21 or HSP 22 is required.

Credits: 3

Every Fall and Spring

SPE 119 Language, Speech and Thought

A consideration of three topics that have held much philosophical attention in the twentieth century: the nature of language, the actions human beings perform through speech, and the relation of language to thought. An introduction is made to the philosophy of language relevant to the work of psychologists, linguists, educators and others. Topics include types of speech acts, meaning, truth, language acquisition, and the relation of philosophy to the cognitive sciences. Readings selected from such authors as J. L. Austin, John Searle, Ludwig Wittgenstein, Jacques Derrida, Willard Quine, Donald Davidson and Noam Chomsky.

The pre-requisite of PHI 61, or PHI 62, or HHP 21 or HHP 22 is required.

Credits: 3

Cross-Listings: PHI 119, SPE 119

On Occasion

SPE 123 Non-Verbal Communication

Students will learn how to identify and interpret nonverbal behaviors and to understand the implications of the power that underlies all nonverbal behavior. Topics for discussion include the meaning of body language; the uses of space; touching, behavior and paralanguage. Through such instruction, students will gain greater awareness of and insight into their own behavior and into the behavior of others.

The pre-requisite of SPE 3 or HSP 21 or HSP 22 is required.

Credits: 3

On Occasion

SPE 127 Group Dynamics

This course will study the techniques and principles of group discussion, leadership, research, organization of materials and supportive practices. Various forms of discussion are explored, including panel, symposium, forum, committee and conference.

The pre-requisite of SPE 3 or HSP 21 or HSP 22 is required.

Credits: 3

Every Spring

SPE 180 Introduction to Communication Studies

A presentation of the basic knowledge and understanding of communication studies - relationships theories, definitions and interpretation for the twenty-first century. The infrastructure of human communication, including interpersonal, intrapersonal, transcultural, gender roles, public and organizational forms of communication, conflict management, verbal and non-verbal decoding, research, and mass media.

The pre-requisite of SPE 3 or HSP 21 or HSP 22 is required.

Credits: 3

Every Fall

SPE 181 Introduction to Performance Studies

An introduction to the study of the performing arts in Africa, Asia, Europe, and the Americas. Readings introduce the field of performance studies, its ethnographers and its theatre historians, performance critics, and theorists. Their working ideas are demonstrated through film and field trips to the theatre and surrounding performance libraries so that students can conduct primary research on their own. Together, teacher/moderator and student/artist construct a history of world arts and cultures.

The pre-requisite of SPE 3 or HSP 21 or HSP 22 is required.

Credits: 3

Cross-Listings: SPE 181, THE 181

On Occasion

SPE 182 Gender and Communication

The influence of socialization on gender roles and gender roles on communication is far reaching. This course examines the communication behaviors of women and men in same sex and gender contexts. It defines the difference between sex and gender identity, and the role of socially structured reality plays in gender apartheid. This course introduces students to current theories on gender role play and communication, and examines the function of communication in gender role development. Topics may include gender as politics, gender discrimination, gender stereotyping in language usage, thought and action, self perception, nonverbal cues, communicative style, gender in intimate contexts, gender in public contexts and gender across culture, age and ethnicity.

Credits: 3

Cross-Listings: HUM 189, SPE 182

On Occasion

SPE 195 Honors Study

Honors Study is designed to give outstanding students an opportunity to do independent work in their major under the guidance of a member of the faculty. There are no regular class meetings. To be eligible, students must have upper-junior or senior status, a cumulative quality-point ratio of 3.00 and a 3.25 ratio in their major subject, and the permission of the Chair of the Department and the

Dean. A total of six credits of Honors Study is the maximum allowed.

The pre-requisites of SPE 3 or HSP 21 or HSP 22, and SPE 194 are required or permission of the Instructor.

Credits: 3

On Demand

SPE 196 Honors Study

Honors Study is designed to give outstanding students an opportunity to do independent work in their major under the guidance of a member of the faculty. There are no regular class meetings. To be eligible, students must have upper junior or senior status, a cumulative quality-point ratio of 3.00 and a 3.25 ratio in their major subject, and the permission of the Chair of the Department and the Dean. A total of six credits of Honors Study is the maximum allowed.

The pre-requisites of SPE 3 or HSP 21 or HSP 22, and SPE 194 are required or permission of the Instructor.

Credits: 3

On Demand

SPE 197 Independent Study

Courses designed to give students in their junior or senior year an opportunity to work under the guidance of a member of the communications faculty. There are no regular class meetings. Students may undertake either a production or research paper. Permission of the Department Chair and the Dean is required.

The pre-requisite of SPE 3 or HSP 21 or HSP 22 is required.

Credits: 3

On Demand

SPE 198 Independent Study

Courses designed to give students in their junior or senior year an opportunity to work under the guidance of a member of the communications faculty. There are no regular class meetings. Students may undertake either a production or research paper. Permission of the Department Chair and the Dean is required.

The pre-requisite of SPE 3 or HSP 21 or HSP 22 is required.

Credits: 3

On Demand

SPE 201 Creative Problem Solving

We can't solve today's problems with the same thinking that caused them in the first place. Solving 21st Century problems requires imagination, self-awareness, inventiveness, and an on-going ability to assess and challenge our assumptions. This course encourages innovative thinking, and uses cutting edge principles to solve real-life communication problems across a wide variety of topics.

The pre-requisite of SPE 3 or HSP 21 or HSP 22 is required.

Credits: 3

On Occasion

SPE 202 Intercultural Communication

We are currently living in global villages. This course combines theory and practice in its consideration of issues and research problems in communication interactions across cultures and within multicultural settings. Topics include the role of language in tri-cultural communication, verbal and nonverbal communications across cultures, cultural stress, cross-cultural and intercultural communication in the business community, mass media and social settings. This course is designed to increase understanding and tolerance for other cultures.

The pre-requisite of SPE 3 or HSP 21 or HSP 22 is required.

Credits: 3

On Occasion

SPE 203 Interpersonal Communications

This course uses an experiential approach towards developing effective interpersonal communication skills in both private and professional settings. The focus is on heightened self-awareness on how communication is influenced by social conditioning, assumptions, bias, misuse of language and hierarchal social systems. Group dynamics, assigned readings, and simulations are implemented, along with the application of communication techniques used by successful corporate trainers. Students examine why these approaches are successful; and how they can successfully implement these strategies in their own personal and professional relationships.

The pre-requisite of SPE 3 or HSP 21 or HSP 22 is required.

Credits: 3

On Occasion

SPE 210 Intrapersonal Communication

Self-awareness through intrapersonal communication can lay the foundation for communicating successfully with others. This interactive course explores the determinants that foster or hinder intrapersonal communication such as personality, culture, emotional and social intelligence, ideology, family values, environmental factors and gender identity.

The pre-requisite of SPE 3 or HSP 21 or HSP 22 is required.

Credits: 3

On Occasion

SPE 222 Social Media in Theory & Practice

Theories and practices of social networking from the perspective of writers, journalists, and media professionals. Examines social media as a system of communications as well as its influences on individuals, groups and society. Students develop familiarity with blogs, wikis, chat, IM, tags, comments, feeds, etc. Requires active collaboration in online discussions and digital projects, in addition to class meetings.

Credits: 3

Cross-Listings: JOU 222, MA 222, SPE 222

On Occasion

SPE 224 Culture and Art of Narration

Culture and ideology is created in part, through oral narratives handed down from one generation to the next. This course, through research, narration and interaction, provides historical insights into the wide range of narrative techniques that expand across cultures worldwide.

The pre-requisite of SPE 3 or HSP 21 or HSP 22 is required.

Credits: 3

On Occasion

SPE 1781 Movement and Voice for Actors I

A course designed to give students an understanding of their bodies and voices and how to develop them for the stage and screen. Exercises are used to help students strengthen posture, alignment, breathing and vocal power for projection in the theatre - an exploration in the organic connection of body, mind and spirit. The process prepares the student for the integration of the physical, emotional and spiritual aspects of the human condition that are essential to the actor's understanding and portrayal of any character in the theatre.

The pre-requisite of SPE 3 or HSP 21 or HSP 22 is required.

Credits: 3

Cross-Listings: SPE 1781, THE 1261

Every Fall

SPE 1782 Movement and Voice for Actors II

A continuation of Speech 178 in which students engage in more intensive work to improve their movement and voice techniques. (Same as THE 126.2.)

The pre-requisite of SPE 3 or HSP 21 or HSP 22 is required.

Credits: 3

Cross-Listings: SPE 1782, THE 1262

Every Spring

DEPARTMENT OF MEDIA

ARTS

University Professor Steinberg
 Professors Fishelson, Lauth, Moghaddam
 Associate Professors Banks (Chair), Goodman
 (M.A./M.F.A. Program Coordinator), Nappi,
 Rabkin
 Assistant Professor Beasley
 Adjunct Faculty: 10

The Department of Media Arts offers undergraduate Bachelor of Arts and Bachelor of Fine Arts degrees. At the graduate level the department offers a M.A. and M.F.A. in Media Arts, and a M.F.A. in Writing and Producing for Television.

In both B.A. and B.F.A. programs, all Media Arts majors, beginning as freshmen, have immediate access to equipment and facilities including: digital photography labs, digital editing labs, television studio, computer graphics labs, digital audio suite, cinema screening facilities and digital cameras.

The department also offers a competitive internship program, opportunities to participate in professional productions and exhibitions, as well as in film festivals and special media events.

B.A. in Media Arts

The department offers a comprehensive **Bachelor of Arts** degree that may either follow a specialized area of concentration or an integrated track, depending on the academic, creative and professional goals of the individual student. An area of concentration is a grouping of 24 or more credits in one of the following fields:

Computer Graphics; Digital Design; Animation; Interactive Media; Digital Audio/Sound Design; Film, Television and Digital Video Production; Film and Television Studies; Media Management; On-Camera Performance; Photography/Digital Photography; Screenplay and Video Journalism.

An integrated track is a grouping of 24 or more credits selected from across two or more of any of the above areas of concentration. Majors must consult with assigned faculty advisers in their field of interest to design, and be guided through, their particular program of study.

B.A. Media Arts

[Program Code: 79094]

Graduation Requirements

Students must satisfy the Placement, Proficiency, Orientation and Core Curriculum criteria outlined in the Graduation Requirements section of this bulletin.

Core Curriculum requirements for this major are summarized below:

Core Seminar 3 credits

Humanities

English Composition 3 credits
 English Literature 6 credits
 Philosophy 6 credits
 Foreign Language 6 credits

Social Sciences

History 6 credits
 Social Sciences 6 credits
 (ANT, ECO, POL, PSY, SOC)

Science and Mathematics

Mathematics 3 - 4 credits
 Science 10 credits

Communication, Visual & Performing Arts

Speech 3 credits
 Visual & Performing Arts 3 credits
 (ART, DNC, MUS, THE)

Ancillary Requirement

Six (6) advanced credits in a single discipline other than Media Arts.

Major Requirements

General Requirements for major in Media Arts:

Foundation Courses (required): 12 credits

Area of Concentration Electives: 24 credits

TOTAL: 36 credits

12 credits of Foundation Courses

MA 100 Media Aesthetics 3.00

and

One (1) of the following courses:

MA 119 Business of Media Arts 3.00

MA 162 Photography Portfolio/Exhibition 3.00

MA 257 The Music Business 3.00

MUS 180 The Music Business 3.00

and

One (1) of the following courses:

MA 150 Writing for Visual Media 3.00

MA 152 Screenplay 3.00

and

One (1) of the following courses:

ART 108 History of Photography 3.00

MA 164 History of Photography 3.00

MA 187 Film and Television Studies 3.00

MA 239 Survey of Computer Art 3.00

and

24 credits from one of the following 12 areas of concentration:

1) Computer Graphics: Digital Design/Animation/Interactive/web

MA 124 Computer Graphic I 3.00

MA 132 Computer Graphic II 3.00

MA 135 Motion Graphics I 3.00

MA 125 Digital Publishing I 3.00

MA 133 Digital Illustration I 3.00

MA 1361 World Wide Web Publishing I 3.00

MA 161 Dig. Portfolio/Exhibition 3.00

+ One (1) of the following:

MA 198 Independent Study 3.00

MA 199 Media Arts Internship 3.00

Or

2) Computer Animation and Special Effects

MA 124 Computer Graphics I 3.00

MA 132 Computer Graphics II 3.00

MA 133 Digital Illustration I 3.00

MA 135 Motion Graphics I 3.00

MA 1341 3D Computer Graphics I 3.00

MA 1342 3D Computer Animation 3.00

MA 207 3D Logo Animation 3.00

+ One (1) of the following:

MA 198 Independent Study 3.00

MA 199 Media Arts Internship 3.00

Or

3) Web Design

MA 124 Computer Graphic 3.00

MA 132 Computer Graphics II 3.00

MA 118 Digital Photography I 3.00

MA 125 Digital Publishing I 3.00

MA 1361 World Wide Web Publishing I 3.00

MA 1362 World Wide Web Publishing II 3.00

MA 133 Digital Illustration I 3.00

MA 135 Motion Graphics I 3.00

+ One (1) of the following:

MA 198 Independent Study 3.00

MA 199 Media Arts Internship 3.00

Or

4) Digital Audio: Music/Sound Design & Radio

MA 101 Audio Production I 3.00

MA 107 Digital Audio I 3.00

MA 110 Digital Audio II 3.00

MA 114.1 Digital Audio III 3.00

MA 114.2 Digital Audio IV 3.00

MA 1012 Audio Production II 3.00

MA 147 Studio Recording for the Music Producer 3.00

MA 199 Media Arts Internship 3.00

Or

5) Film & Video Production:

Shooting/Directing/Editing

MA	106	Video Workshop I	3.00
MA	1081	Video Workshop II	3.00
MA	145	Video Workshop III	3.00
MA	152	Screenplay	3.00
MA	155	Directing Moving Image	3.00
MA	199	Media Arts Internship	3.00

One (1) of the following:

MA	190	Film Production I	3.00
MA	102	Television Production	3.00

One (1) of the following:

MA	105	Lighting I	3.00
MA	206	Advanced Editing	3.00

Or

6) Television Production

MA	102	Television Production I	3.00
MA	103	Television Production II	3.00
MA	1032	Television Production III	3.00
MA	106	Video Workshop I	3.00
MA	105	Lighting I	3.00
MA	155	Directing Moving Image	3.00
MA	197	Independent Study	3.00
MA	199	Media Arts Internship	3.00

Or

7) Photography: Digital/Fine Art/Creative

MA	115	Introduction to Photography	3.00
MA	118	Digital Photography I	3.00
MA	122	Digital Photography II	3.00
MA	123	Studio Photography	3.00
MA	111	Photo Journalism	3.00
MA	105	Lighting I	3.00
MA	120	Creative Photography	3.00
MA	197	Independent Study	3.00
MA	199	Media Arts Internship	3.00

Or

8) Screenwriting: Film/Television/Animation

MA	152	Screenplay	3.00
MA	150	Writing for Visual Media	3.00
MA	154	Situation Comedy	3.00
MA	188	Film Noir: The Dark Side of America	3.00
MA	550	The Story	3.00
MA	106	Video Workshop I	3.00
MA	551	The Screenplay	3.00

MA	199	Media Arts Internship	3.00
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Or

9) Media Management: Business/Marketing

MA	255	Prod Management	3.00
MA	106	Video Workshop I	3.00
MA	101	Audio Production I	3.00
MA	126	Advertising I: Principals	3.00
MA	157	Advertising II: Creative	3.00
MA	580	The Independent Producer	3.00
MA	257	The Music Business	3.00
MA	199	Media Arts Internship	3.00

Or

10. On-Camera Performance: Acting

MA	1581	On-Camera Performance I	3.00
MA	1582	On-Camera Performance II	3.00
MA	1583	On-Camera Performance III	3.00
MA	1591	Acting I	3.00
MA	1592	Acting II	3.00
MA	1585	Voice Over Performance	3.00
MA	565	Directing the Screen Actor	3.00
MA	199	Media Arts Internship	3.00

Or

11. Video Journalism: Documentary/News

MA	106	Video Workshop I	3.00
MA	1081	Video Workshop II	3.00
MA	130	Broadcast Journalism II	3.00
MA	144	Entertainment Journalism	3.00
MA	1561	Video Journalism I	3.00
MA	1562	Video Journalism II	3.00
MA	197	Independent Study	3.00
MA	199	Media Arts Internship	3.00

Or

12. Media Studies: Criticism/Theory

MA	186	Gaming	3.00
MA	178	Fairy Tales: From Disney to J Lo	3.00
MA	227	Action Cinema	3.00
MA	228	Symbols of Feminine	3.00
MA	239	Survey of Computer Art	3.00
MA	188	Film Noir: The Dark Side of America	3.00

+ One (1) of the following:

MA	106	Video Workshop I	3.00
MA	102	TV Production I	3.00

+ One (1) of the following:

MA	198	Independent Study	3.00
MA	199	Media Arts Internship	3.00

Credit and GPA Requirements

Minimum Total Credits: 128
 Minimum Liberal Arts and Sciences Credits: 96
 Minimum Major Credits: 36
 Minimum Credits in Courses > 100 Level: 48
 Ancillary Course Requirements: See above
 Minimum Major GPA: 2.5
 Minimum Overall GPA: 2.5

B.F.A. in Computer Art

The Department of Media Arts also offers a **Bachelor of Fine Arts** degree in Computer Art. This is a specialized program for students interested in an intensive curriculum in applied art, design and technology. The degree offers students additional specialization in one of the following Computer Art studio areas: Computer Graphics and Digital Illustration, Digital Design for Print; 3D Modeling and Rendering; Computer Animation; Interactive Media and Web Design; Digital Audio and Computer Sound Design; and Video and Integrated Computer Arts.

B.F.A. Computer Art

[Program Code: 28493]

Graduation Requirements

Students must satisfy the Placement, Proficiency, Orientation and Core Curriculum criteria outlined in the Graduation Requirements section of this bulletin.

Core Curriculum requirements for this major are summarized below:

Core Seminar 3 credits

Humanities

English Composition 3 credits
 English Literature 3 credits
 Philosophy 3 credits
 Foreign Language 3 credits

Social Sciences

History 3 credits
 Social Sciences 6 credits
 (ANT, ECO, POL, PSY, SOC)

Science and Mathematics

Mathematics 3 - 4 credits
 Science 7 credits

Communication, Visual & Performing Arts

Speech 3 credits
 Visual & Performing Arts 3 credits
 (ART, DNC, MUS, THE)

General Requirements for a B.F.A. major in Computer Art

- Core Curriculum
41 credits
- BFA Foundation courses (required)
6 credits
- Art History/Media Theory
12 credits
- Computer Art Studio in Concentrations
36 credits
- Interdisciplinary Studio Electives
9 credits
- Advanced Computer Art
12 credits
- General Electives
12 credits
- **TOTAL**

128 Credits

BFA Foundation Courses:

ART1501 or MA 101	3 credits
MA 124	3 credits
TOTAL	6 credits

Art History/Media Theory:

MA 239 (required)	3 credits
plus	
ART 101 or MUS 107	3 credits
ART 102 or MUS 108	3 credits
*Theory Elective	3 credits

(*Any Media Theory, Art or Music History class with permission of BFA Program Coordinator)

TOTAL 12 credits

Interdisciplinary Studio Electives:

TOTAL 12 credits

Any Media Arts, Visual Art, or Music studio/production class outside the Concentration with the permission of B.F.A. Program Coordinator.

Computer Art Studio in one of 4 concentrations:

TOTAL 36 credits

1. Graphics and Design

MA 132	Computer Graphics II	3.00
MA 125	Digital Publishing	3.00
MA 133	Digital Illustration	3.00
MA 118	Digital Photo I	3.00
MA 122	Digital Photo II	3.00
MA 1341	3-D Computer Graphics I	3.00
MA 1361	Web Publishing I	3.00
MA 275	Advanced 3d Modeling Workshop	3.00
MA 197	Independent Study	3.00
MA 199	Internship	3.00
MA 240	Computer Art Thesis I	3.00
MA 241	Computer Art Thesis II	3.00

Or

2. Computer Animation and Special Effects

MA 132	Computer Graphics II	3.00
MA 133	Digital Illustration	3.00
MA 135	Motion Graphics I	3.00
MA 1341	3D Computer Graphics I	3.00
MA 1342	3D Computer Animation	3.00
MA 275	Advanced 3d Modeling Workshop	3.00
MA 207	3D Logo Animation	3.00
MA 165	Portfolio Development	
MA 197	Independent Study	3.00
MA 199	Internship	3.00
MA 240	Computer Art Thesis I	3.00
MA 241	Computer Art Thesis II	3.00

Or

3. Digital Audio & Sound Design

MA 107	Digital Audio I	3.00
MA 110	Digital Audio II	3.00
MA 1012	Audio Production II	3.00
MA 147	Studio Recording for the Music Producer	
MA 570	Location Sound Recording	
MA 197	Independent Study	3.00
198		
MA 199	Internship	3.00
MA 240	Computer Art Thesis I	3.00
MA 241	Computer Art Thesis II	3.00

+ 6 credits of additional studio arts selected in consultation with the B.F.A. Program Coordinator

Or

4. Web Design

MA 132	Computer Graphics II	3.00
MA 107	Digital Audio I	3.00
MA 118	Digital Photo I	3.00
MA 125	Digital Publishing	3.00
MA 1341	3-D Computer Graphics I	3.00
MA 133	Digital Illustration	3.00
MA 135	Motion Graphics I	3.00
MA 165	Portfolio Development	
MA 197	Independent Study	3.00
MA 199	Internship	3.00
MA 240	Computer Art Thesis I	3.00
MA 241	Computer Art Thesis II	3.00

Credit and GPA Requirements

Minimum Total Credits: 128

Minimum Liberal Arts and Sciences Credits: 41

Minimum Major Credits: 75

Minimum Credits in Courses > 100 Level: 48

Minimum Major GPA: 2.0

Minimum Overall GPA: 2.0

MINORS

Minor in Media Arts

A media arts minor requires a total of 12 credits. Students can do a general minor, or specialize in a concentration area. MA 100 is a required course for all minors.

Credit and GPA Requirements

Minimum Total Credits: 12

Minimum Minor GPA: 2.5

Minors in Related Fields

It is recommended that majors in the B.A. in Media Arts use their free electives to take a concentration of courses in another department in order to earn a minor in a related field, such as art, business, computer science, English, journalism, music, or theatre. Students should consult with their advisers to design an appropriate minor outside the department.

Media Arts Courses

MA 100 Media Aesthetics

This required foundation course introduces students to the fundamentals of media arts and visual literacy - light, color, composition, perspective, time, motion, sound - and discusses how they are applied in the various forms of contemporary media. In a workshop environment, using media objects as texts, students also explore narrative, art history, philosophy of media, spectatorship, theories of perception and their own creativity.

Either the pre-requisite of ENG 16 is required or the pre-requisites of HEG 21 and 22 are required.

Credits: 3

Every Fall and Spring

MA 101 Audio Production I

An introduction to the art and science of audio production. Topics include basic sound theory, audio aesthetics, acoustics, sound reproduction and recording, the sound studio, remote sound recording, editing and mixing, the development of new audio technology, and creating audio for visual media. Students work individually and in teams on a variety of studio and field projects.

Credits: 3

Every Fall and Spring

MA 102 Television Production I

An introduction to the practice and principles of television studio production. The course covers all the basic production techniques, including scripting, lighting, shooting, producing and directing. Technical operation and understanding of all studio equipment, including cameras, switcher, audio board and character generator, are stressed. Students apply their skills in studio production assignments.

Credits: 3

Every Fall and Spring

MA 103 Television Production II

An intermediate level course expanding the techniques and applications of TV studio production covered in Television Production I. Students focus on producing and directing scripted studio productions such as TV dramas and news programs. Basic lighting techniques and set construction are also covered.

Pre-requisite of MA 102 is required.

Credits: 3

Rotating Basis

MA 105 Lighting I

A production class exploring the principles of lighting design for Photography, Film, Video Production and Animation. An examination is made of the nature of light and the similarities and differences specific to each medium. Topics include lighting ratios, color correction, and studio and location lighting.

Credits: 3

On Occasion

MA 106 Video Workshop I

An introduction to the principles and practice of portable digital video production. Working in crews on field projects, students explore the techniques and aesthetics of single-camera videography, sound recording, location lighting and video editing.

Credits: 3

Every Fall and Spring

MA 107 Digital Audio I

An introduction to the technology and aesthetics of digital composition, sound design, multi-track recording and production using digital software including Pro Tools and Reason on state-of-the-art hardware. Workshops include computer-based multi-track MIDI sequencing and audio hard disk recording, editing and processing, automated software mixing, locking sequenced MIDI and audio tracks to video and film, electronic music concepts and samplers. Weekly individual access to studios is provided.

Pre-requisite of MA 101 is required or permission of the instructor.

Credits: 3

Cross-Listings: MA 107, MUS 175

Every Fall and Spring

MA 109 History of Television and Video

A critical survey of the history of television and video in the U.S. from the beginning of broadcasting to the present. Topics will include the origins of broadcasting, the evolution of the networks and network news, and the impact of cable TV and other non-broadcast forms of television. The class will examine the impact of TV and video on American business, politics and recreation. The course will focus on television as a powerful cultural medium, with emphasis on the full-range of programming from comedy and drama to public affairs and sports.

Credits: 3

Cross-Listings: JOU 131, MA 109

On Occasion

MA 110 Digital Audio II

An intermediate-level continuation of MA 107 in a workshop environment. Weekly individual access to studio facilities is provided.

Pre-requisite of MA 107/MUS 175 is required or permission of the instructor.

Credits: 3

Cross-Listings: MA 110, MUS 176

Rotating Basis

MA 111 Photojournalism

A production-based class exploring the use of traditional photography and electronic media imaging. Topics include the photo essay, the ethical use of images in media, photo documentary, and the human condition in photography. Students are required to complete weekly photographic and written narrative assignments as well as a final documentary project.

Pre-requisite of MA 115/ART 115 is required or permission of the instructor.

Credits: 3

Cross-Listings: JOU 111, MA 111

Every Spring

MA 115 Introduction to Photography

An introduction to photography as an art medium. Basic principles and practices of black-and-white photography processing and printing are reviewed. All students are provided with a 35 mm camera.

Credits: 3

Cross-Listings: ART 115, MA 115

Every Fall and Spring

MA 117 Intermediate Photography

A production-based class in photographic printing, using fiber-based papers. Filters, print toning, lighting and medium-format imaging are discussed. Projects are thematically based and include an extensive final presentation.

Pre-requisite of MA 115/ART 115 is required.

Credits: 3

Cross-Listings: ART 117, MA 117

Rotating Basis

MA 118 Digital Photography I

An introductory class using digital cameras and computers to record and print photographic imagery. The class focuses on photography as art, using new approaches and techniques. Course requirements include weekly assignments, midterm and final portfolio. All students are required to purchase a compact flash card. The department will supply digital cameras.

Credits: 3

Cross-Listings: ART 118, MA 118

Every Fall and Spring

MA 119 Business of Media Arts

A required course which discusses the applications of business skills for the media artist. Topics include professional development, media management principles, art and commerce, writing the business plan, and grant writing. Media professionals are invited as guest lecturers.

A minimum of 64 units must be completed prior to registering for this course.

Credits: 3

Every Fall and Spring

MA 120 Creative Photography

Independent exploratory study and experimentation in advanced non-silver photographic techniques such as, Cyanotype, Van Dyke brown, Kallitype and Palladium.

The pre-requisite of MA 115 / ART 115 or MA 118 / ART 118 is required or permission of instructor.

Credits: 3

Cross-Listings: ART 120, MA 120

Rotating Basis

MA 122 Digital Photography II

A workshop-oriented intermediate level digital

photography course. The focus is on advanced digital photographic camera skills and digital print output using alternative and archival media methods. Emphasis is on a digital portfolio and personal artistic statements. Students produce a portfolio of thematic presentation using both traditional film scanned images and digital media capture. Students are provided with a digital camera for the semester.

Pre-requisite of MA 118/ART 118 is required.

Credits: 3

Cross-Listings: ART 122, MA 122

Every Spring

MA 123 Studio Photography

An in-depth study of studio photography, using a variety of lighting techniques and setups. Students cover such topics as tungsten lights, reflected and direct lights, strobes, advanced metering, exposure, portraiture and different tabletop setups.

The pre-requisite of MA 115 / ART 115 or MA 118 / ART 118 is required or permission of instructor.

Credits: 3

Cross-Listings: ART 116, MA 123

Rotating Basis

MA 124 Computer Graphics I

An introductory level class in two-dimensional computer graphics using Adobe Photoshop. Students learn and work with basic digital illustration and graphics, scanning of images, image editing, image manipulation, photo manipulation, typography and image composition.

Credits: 3

Cross-Listings: ART 124, MA 124

Every Fall and Spring

MA 125 Digital Publishing I

An introduction to the skills and concepts of digital publishing, emphasizing layout and design fundamentals, graphics, typography, and computer-based input and output for print. Also, page layouts and structured drawing programs on the computer are reviewed.

Pre-requisite of MA 124 is required.

Credits: 3

Rotating Basis

MA 126 Principles of Advertising

An introduction to advertising with emphasis on effective creative strategies. Students gain insight into all phases of the business including E-print, radio, television, agency operations and research.

Credits: 3

Cross-Listings: JOU 126, MA 126

Annually

MA 127 Fashion Studio Photography

Fashion photography is more than taking pictures of a model wearing the latest styles. This class will cover a range of subjects, that together, become the building blocks of a fashion shoot. These include model casting, makeup and hair artists, stylists, trends in fashion imagery, lighting, camera and lens

selection, location selection, and clothing designers. The course will include guest speakers from the fashion industry. Course requirements include weekly shooting assignments, research assignments, and creation of a final fashion portfolio consisting of at least 12 finished prints.

The pre-requisite of MA 115 or MA 118 is required.

Credits: 3

On Occasion

MA 129 Radio News & Talk Shows

The course introduces the class to radio journalism and the wide range of talk shows on radio and TV. Students develop skills to produce radio news reports and documentaries. In addition, students become acquainted with the different forms of talk programming, from sports radio to opinion shows on cable TV.

The pre-requisite of JOU 119 / ENG 126 or MA 150 is required or permission of the Department.

Credits: 3

Cross-Listings: JOU 129, MA 129

Annually

MA 130 Television Journalism

A skills course that focuses on writing for television newscasts and on providing technical direction for behind-the-scenes directors regarding video tapes, sound bites, live shots, timing, and on-screen graphics. Included are analyses of TV news content, the historic and current impact of television on print journalism, and comparisons of various news media.

The pre-requisite of JOU 119 / ENG 126 or MA 150 is required or permission of the Department.

Credits: 3

Cross-Listings: JOU 130, MA 130

On Demand

MA 132 Computer Graphics II

An intermediate-level class covering professional studio techniques in the production of computer-based graphics and imaging projects for screen and print. Special emphasis is placed on digital design principles for still imaging.

Pre-requisite of MA 124 is required.

Credits: 3

Cross-Listings: ART 125, MA 132

Rotating Basis

MA 133 Digital Illustration I

An intermediate-level class in the design and creation of computer-based illustration using structured drawing programs. Students work on the computer with illustration techniques for logo design, technical drawing and poster design.

The pre-requisite of MA 124 is required.

Credits: 3

Rotating Basis

MA 135 Motion Graphics I

An introduction to Motion Graphics using industry standard software. Students will learn and work with time-based graphics design, motion path

animation, dynamic media, and special effects for video, film and the Web.

Pre-requisites of MA 124 and MA 132 are required.

Credits: 3

On Occasion

MA 140 Sports Information and Public Relations

Students examine the techniques of sports publicity, promotion and marketing for both amateur and professional athletics. Students study the production of sports statistics, press releases, press kits and marketing strategies for print and broadcast media. Sports information professionals meet with students to assist in developing their promotional projects. The class also considers more broadly the business of sports and the role of sports in American society.

The pre-requisite of JOU 119 / ENG 126 is required or permission of the Department.

Credits: 3

Cross-Listings: JOU 147, MA 140

Every Fall

MA 144 Entertainment Journalism

Entertainment Journalism provides a historical overview of the rise of entertainment and celebrity journalism in the United States. The course examines case studies of celebrity coverage in various fields, from entertainment and sports to politics. The class considers the impact of paparazzi and bloggers. Students also will get training in reviewing popular culture and preparing for celebrity interviews and reporting.

The pre-requisite of JOU 119 / ENG 126 or MA 150 is required or permission of the Department.

Credits: 3

Cross-Listings: JOU 144, MA 144

Rotating Basis

MA 145 Video Workshop III

A capstone course in digital imaging acquisition, production and editing. This course will put together the skills you have acquired in Video Production I & II. Students work as a team to produce broadcast quality work. Topics include: advanced lighting, cinematography, editing, producing, marketing & distribution. Students work together using HD Workflow to edit a class project, create their own PSA/commercial and a 5-10 min narrative story.

The pre-requisite of MA 1081 is required or permission of the Instructor.

Credits: 3

Rotating Basis

MA 147 Studio Recording for the Music Producer

Focuses on music production and the fundamentals of studio recording, including the experience of producing and creating music in a state-of-the-art recording studio with live musicians. Topics include an overview of prominent music producers and their techniques, musical form and structure, the basics of sound and hearing, microphone technology and design, the art of microphone placement, audio signal flow, overdubbing, and

mixing of multi-track audio. Students learn how to record and work with the sonic characteristics of individual musical instruments as well as listen to previous recordings of different musical genres all in an effort to heighten their listening sensibility. This innovative class creates an interdisciplinary learning environment, which enables students from various musical and engineering backgrounds to come together for the common goal of producing music.

Credits: 3

Rotating Basis

MA 150 Writing for Media

MA 150 Writing For Media

Offered each semester

Students in this required foundation class explore the many tools media artists use to get from creative concept to media production; from initial idea to final expression. In a workshop environment students practice: creative thinking and writing, treatments, project proposals, artist statements. Students create a portfolio of media writing samples as their final assignment.

The pre-requisite of MA 100 is required and 3 credits from ENG 61, ENG 62, ENG 63, ENG 64, HEG 21 or HEG 22 is required or permission of the instructor.

Credits: 3

Every Fall and Spring

MA 151 Sports Reporting

Includes all aspects of sports writing, such as game description, features, columns and fantasy sports. Comparison of print and television coverage of the sporting world. Students develop interviewing and reporting techniques and learn how to cultivate sources. Guest speakers from the world of sports journalism are an integral part of the class.

Pre-requisite of JOU119/ENG 126 or MA 150 is required, or permission of the Department.

Credits: 3

Cross-Listings: JOU 151, MA 151

Annually

MA 152 Screenplay

This workshop is designed to develop screenwriting skills for film and television. Emphasis is on practicing effective story-telling techniques including: narrative structure, beat sheets, character development, table-readings and directing actors. Working independently or in groups, students complete two short screenplays as their semester-long assignments.

The pre-requisite of MA 100 is required and 3 credits from ENG 61, ENG 62, ENG 63, ENG 64, HEG 21 or HEG 22 is required or permission of the instructor.

Credits: 3

Every Fall and Spring

MA 155 Directing The Moving Image

This is an advanced course in single camera style film and television production. We will explore the role of the director in modern digital filmmaking.

Students will participate in projects that will develop a language for talking with actors, communicating with the director of photography and production designer. We will look at the importance of casting, script notes and how to create a dynamic shot list and shot diagrams. This class will utilize all that they have learned in previous production classes and develop new skills that will deepen the student's understanding of how to read a script, how to apply visual components to their story and how to transform these blueprints into a powerful film.

Pre-requisites of MA 108 and MA 152 are required.

Credits: 3

Rotating Basis

MA 157 Creative Aspects of Advertising

Copywriting techniques for print media, radio and television and the creation of complete promotion packages for direct marketing. Students develop practical skills by creating advertising letters, brochures and commercials. For students who may be considering advertising as a profession.

Pre-requisite of JOU119/ENG 126 or MA 150 is required, or permission of the Department.

Credits: 3

Cross-Listings: JOU 157, MA 157

On Occasion

MA 162 Photography Portfolio/Exhibition

This is an advanced level photography class designed for graduating photography students. Students may work in any size, format or media, digital or traditional. Through the review of other photographers' work, completion of class assignments, and participation in critiques, students will be required to plan and execute their final photography exhibition.

Credits: 3

On Occasion

MA 164 History of Photography

A survey of the development of photography from its origins to the present day with emphasis on the daguerreotype, tintype and other early techniques. The course also reviews the role of photojournalism from the Great Depression to the present.

Discussions include the role of the color image and photography as an art medium. This is a Writing Intensive course, and is required for students following a concentration related to the still image.

Credits: 3

Cross-Listings: ART 108, MA 164

On Occasion

MA 171 Asian Cinema

Special topics in the sociological analysis of the production, distribution and consumption of Asian films.

The pre-requisite of SOC 3, or HSS 21, or HSS 22 is required.

Credits: 3

Cross-Listings: ANT 171, MA 171, SOC 171

On Occasion

MA 178 Fairy Tales: From Disney to JLo

An exploration of how fairy tale motifs are used in movies and how this can affect a female's psyche over time. What 17th century standards and prejudices are being passed down to young viewers sitting in front of their DVDs entranced by Disney? How are fairy tales evolving or being deconstructed in the movies to fit the more feminist-minded p.c. mold today?

Credits: 3

Annually

MA 183 Contemporary American Cinema

A contextual approach to contemporary American cinema, including both fiction and nonfiction films. The emphasis is on the development of styles and techniques and the relationship of film to other arts, media and society. Includes class discussion and the writing of criticism. Occasionally guest filmmakers are invited to talk about their work.

Credits: 3

On Occasion

MA 186 Gaming: The Art of Play

A universal and timeless activity, humans play games! As children we engage in a chosen mindset in which we may amuse, or role play that we are an imaginary character, in an imaginary context. We may invite our friends to participate in our imaginings, and once agreed, we collaborate in an interplay of mindsets of context and characters. To play as children is thought to sculpt our minds and have transformative cognitive effects. As we age, we begin to play games. Games are structured with rules, challenges and goals, and winners and losers. Plus, they may have cognitive rewards as well. This class considers the structure of play in gaming, from early video games such as Pac Man, to portable commercial games like Nintendo, to contemporary gaming software. What are the similarities, differences, and advancements? Well, we will have to play to find out!

Credits: 3

On Occasion

MA 187 Film and Television Studies

A survey of the history and development of world cinema and television. Through screenings and discussions, students study this twentieth-century art form as developed by various countries, individuals and movements. The development of cinema and television as an industry and a part of the larger economy; as a series of technical innovations, as a history of aesthetic forms, as a social, cultural and political force and as a reflection of the ideas of its society are explored. This is a Writing Intensive course and is required for students following a concentration related to moving image.

Credits: 3

Every Fall and Spring

MA 188 Film Noir: The Dark Side of America

An exploration of the noir tradition from its origins

in German expressionism and American gangster films to its classic period after World War II and its current widespread contemporary acceptance. Noir is explored as visual style, as subversive attitude and as an historical series reflecting American anxiety from World War II to the present.

Credits: 3

On Occasion

MA 190 Film Production I

An introduction to the art of 16 mm film production. Topics include film production roles and responsibilities, basic cinematography, directing and film editing. Students work in teams to produce short silent films.

The pre-requisite of MA 106 is required or permission of the Instructor.

Credits: 3

On Occasion

MA 191 Film Production II

An intermediate course expanding on the skills and knowledge gained in MA 190. Students produce synch-sound 16mm film projects and explore advanced lighting, editing, audio field recording and cinematographic techniques. New developments in the field, film to tape transfer, and nonlinear post-production are explored.

Pre-requisite of MA 190 is required.

Credits: 3

On Occasion

MA 192 Prime-Time Television

An introduction to the form, content and ideology of the network television series. An analysis of the series format, including attempts to explain why series are popular, and an examination of such conventions of TV genres as the sitcom and the police series. Students are given an opportunity both to write papers on the development of the TV series and to write a treatment for an episode of a TV series.

Credits: 3

On Occasion

MA 197 Independent Study

This course is designed to give students in their junior or senior year an opportunity to do independent work under the guidance of a member of the Media Arts faculty. There are no regular class meetings. Students may undertake either a production (video, screenplay, photography, graphic design or Audio Production) or a research paper.

Credits: 3

Every Semester

MA 198 Independent Study

This course is designed to give students in their junior or senior year an opportunity to do independent work under the guidance of a member of the Media Arts faculty. There are no regular class meetings. Students may undertake either a production (video, screenplay, photography, graphic design or Audio Production) or a research paper.

Credits: 3

All Sessions

MA 199 Media Arts Internship

During their senior year, Media Arts majors are strongly recommended to undertake one internship with a media industry organization in New York City. Consultation with the Department Internship Coordinator, the Office of Career Services and the approval of the Department is required. May be taken more than once for credit.

Credits: 3

Every Semester

MA 212 African-American Film

An examination of African-American images as an intrusion on typical Hollywood mainstream narrative. By concentrating on images both inside and outside dominant film making institutions, the course surveys the implicit transgressive politics of filmmakers from Clarence Brown and Oscar Micheaux, to Melvin Van Peebles, Charles Burnett and Ivan Julien.

Credits: 3

On Occasion

MA 213 Philosophical Investigations Through Film

This course aims to engage theories of perception, movement of image and temporality through an analysis of avant-garde films and the history of cinema. Such philosophical issues as reality versus appearance, the nature of time, the relation of mind to body, and the possibility of artificial intelligence will also be explored through viewing popular films.

The pre-requisite of PHI 61, or PHI 62, or HHP 21 or HHP 22 is required.

Credits: 3

Cross-Listings: MA 213, PHI 213

On Occasion

MA 222 Social Media in Theory & Practice

Theories and practices of social networking from the perspective of writers, journalists, and media professionals. Examines social media as a system of communications as well as its influences on individuals, groups and society. Students develop familiarity with blogs, wikis, chat, IM, tags, comments, feeds, etc. Requires active collaboration in online discussions and digital projects, in addition to class meetings.

Credits: 3

Cross-Listings: JOU 222, MA 222, SPE 222

On Occasion

MA 233 Music Theory for Producers

A comprehensive knowledge of music composition is extremely beneficial to today's music producer. Music composition topics will be covered such as rhythm, melody, harmony, intervals, chord progressions, structure, and instrumentation. In addition, students will have the opportunity to improve their music writing skills through hands-on use of software like Apple's Logic Audio and Propellerhead's Reason. This course is suitable for

students who want to expand their knowledge of music creation and production.

Credits: 3

On Demand

MA 239 Survey of Computer Art

A New Media theory class in Computer Art, this class will chronologically span the pioneering efforts of the first generation of computer artists to the latest in Internet and computer installations. Class sessions will include lectures, in-class presentations, and on-site gallery and museum exhibitions. Lively theoretical papers and discussions will be required. Fulfill's LIU Brooklyn's Writing Intensive (W.I) requirement.

Credits: 3

Annually

MA 240 Computer Art Thesis I

This is a required senior year class for all BFA in Computer Art majors. It is designed to help students conceive, research, design and create full pre-production of a computer art project for public exhibition.

Credits: 3

Every Fall, Spring and Summer

MA 241 Computer Art Thesis II

Upon completion of MA 240 Thesis I, students are paired with specialized faculty for the creation and production of computer art projects. Computer Art projects will be publicly exhibited and screened at the Thesis Exhibition.

The pre-requisite of MA 240 is required or permission of the Instructor.

Credits: 3

Every Fall, Spring and Summer

MA 257 The Music Business

A look at the jazz performer in today's business world: record production, music publishing, the concert, club and gig scene, copyrights, contracts, and career promotion.

Credits: 3

Cross-Listings: MA 257, MUS 180

Every Fall and Spring

MA 264 New Art City

Through art gallery and museum visits, slides and videos, an exploration of the wide variety of styles and meanings within contemporary art and the varied intentions of contemporary artists. Selected developments from Abstract Expressionism to the present, including Pop, Minimal, Conceptual, Performance and Neo-Expressionist art are examined.

Credits: 3

Cross-Listings: ART 105, MA 264

Every Spring

MA 275 Advanced 3D Modeling Workshop

An advanced class in 3D Modeling using Maya, students learn and work with modeling techniques for screen and print. Topics and techniques covered include architectural modeling and organic

modeling using Polygons and Subdivision Surfaces.

The pre-requisite of MA 124 is required.

Credits: 3

Rotating Basis

MA 1012 Audio Production II

Audio Production II is an advanced audio production class dealing with intensive remote sound recording techniques for ENG/EFP video, film, and radio. Workshops will include advanced application and techniques for single-microphone and multi-microphone mixes. Topics will include boom operation, time code, music playback, multi-track recording for narration, dialogue and music, Foley artist, FX recording, stereo recording and sound editing.

The pre-requisite of MA 101 is required.

Credits: 3

On Occasion

MA 1032 Television Production III

An advanced course expanding the techniques and application of TV studio production covered in Television Production II. Students focus on producing and directing scripted studio productions such as TV dramas and news programs.

The pre-requisite of MA 103 is required.

Credits: 3

Rotating Basis

MA 1081 Video Workshop II

This is an intermediate level course that will expand upon the material covered in MA 106, Video Workshop I. This course is designed to assist students in the exploration of more sophisticated video production aesthetics, concepts and technologies, including non-linear editing (Final Cut Pro), lighting, electronic cinematography, sound for video, directing and producing. Class members will practice and refine their production skills by completing a series of creative and challenging projects.

Pre-requisite of MA 106 is required.

Credits: 3

Annually

MA 1141 Digital Audio III

An advanced, project-oriented continuation of MA 110, that integrates the concepts and techniques involved in digital sound with an examination of music manipulation and creation. Mastery of previously studied material is stressed. Emerging formats and technology are discussed. Unconventional, interesting and experimental software is examined and used.

The pre-requisite of MA 110/MUS 176 is required or permission of the Instructor.

Credits: 3

Cross-Listings: MA 1141, MUS 177

On Occasion

MA 1142 Advanced Music Production

Advanced Music Production is a project-oriented continuation of MA Digital Audio courses.

Integration of the concepts and techniques involved in digital sound and examination of music manipulation and production is the focus. Mastery of previously studied material is stressed. ProTools and Logic software is used as a tool to further develop students' skills in mixing music. Advanced techniques in the utilization of audio processing devices such as EQ, compression, and reverb among others are covered.

The pre-requisite of MA 110/MUS 176 is required or permission of the Instructor.

Credits: 3

Cross-Listings: MA 1142, MUS 1172

On Occasion

MA 1242 2-D Computer Animation I

An introduction to basic computer-based animation using two-dimensional graphics, paint, image-editing and animation software. Students work with digital Ink & Paint, rotoscoping, and motion path-based techniques for character animation and motion graphics.

The pre-requisite of MA 124 is required.

Credits: 3

Cross-Listings: ART 1242, MA 1242

On Occasion

MA 1341 3D Computer Graphics I

An introductory level class in 3D Computer Graphics for film, video, games, print and the World Wide Web. Students will learn basic modeling, texturing, scene design, digital cinematography and rendering using the latest hardware and software in the field. This class is a prerequisite for the 3D Animation class (MA 134.2), which is offered in the Spring.

Pre-requisite of MA 124 is required.

Credits: 3

Cross-Listings: ART 1243, MA 1341

Every Fall

MA 1342 3-D Computer Animation

An introduction to the fundamentals of three-dimensional computer animation for film/television, print, video games and interactive media. Students learn and work with techniques in basic animation, morphing, inverse/forward kinematics, SFX, motion path editing and procedural animation, motion path animation, character animation, inverse and forward kinematics, dynamics, and special effects animation.

Pre-requisites of MA 124 and MA 1341 are required.

Credits: 3

Rotating Basis

MA 1361 World Wide Web Publishing I

An introduction to the basic principles of Web Page design and production. Students work with the most widely used graphics, authoring and HTML editing software packages in the industry. Students conceive and design their own Internet-ready Web site. (Formerly MA 136.)

The pre-requisite of MA 124 is required.

Credits: 3

Annually

MA 1531 Introduction to Public Relations

Public relations principles and practices with attention to theory, function, audience analysis and related communications skills. This course examines the evolution of public relations, its concepts and functions within organizations, its impact on the public and its role in society. Also, public relations ethics and responsibilities, research, planning, development and important issues and trends are examined. Selected brief case histories and a term project familiarize students with public relations activities of organizations such as corporations, government agencies, medical centers and nonprofit agencies. This course offers a foundation for those who aspire to managerial careers.

Credits: 3

Cross-Listings: JOU 145, MA 1531

Annually

MA 1532 Case Studies in Public Relations

Exploration of the principles of strategic planning and persuasion, media placement, the creation of audiences, and the development of publicity campaigns. Review of various internal and external publications with attention to their design, content and persuasive capabilities. Students scrutinize organizations and learn how various advocacy groups and corporate adversaries plan strategic communications to shape public debate. Time is devoted to practical applications as students enjoy wide latitude in selecting their case studies.

The pre-requisite of JOU 119/ENG 126 is required or permission of the Department.

Credits: 3

Cross-Listings: JOU 146, MA 1532

On Demand

MA 1561 Video Journalism I

An intermediate course that trains students to function as video journalists, integrating television production with news writing skills. Using a digital camcorder and non-linear editing equipment, students learn both the technical and the aesthetic aspects of ENG shooting and how to combine in-class news acquisition principles with field application. (Same as Media Arts 1561)

The pre-requisite JOU 119/ENG 126 or MA 150 is required.

Credits: 3

Cross-Listings: JOU 1561, MA 1561

On Demand

MA 1581 On-Camera Performance I

An introduction to the practice and principles of on-camera performance for broadcast and film media. Using closed-circuit television interactively, students work on exercises in acting, news reading, interviewing and standup reporting. Professional guest speakers share experiences.

Credits: 3

Cross-Listings: MA 1581, THE 1391

Rotating Basis

MA 1582 On-Camera Performance II

An intermediate workshop designed to expand upon the skills and knowledge gained in On-Camera Performance I. Emphasis is on cold reading, character creation, teleprompter reading and scene analysis.

The pre-requisite of MA 1581 / THE 1391 is required or permission of the Department.

Credits: 3

Cross-Listings: MA 1582, THE 1392

Rotating Basis

MA 1583 On-Camera Performance III

An advanced workshop designed to enable a small group to work collaboratively on mastery of techniques learned in MA 1582. Emphasis is on audition technique and creating monologues.

The pre-requisite of MA 1582 / THE 1392 is required or permission of the Department.

Credits: 3

Cross-Listings: MA 1583, THE 1393

Rotating Basis

MA 1585 Comm/Voice Over Perf

This course is the study and practice of oral performance for radio, TV, theater, and non-broadcast applications. Students study the techniques of master communicators and vocalise; reading aloud, monologues, and public speaking exercises to develop clear diction, proper placement, and confidence. Special sessions in commercial copy writing provide insight into the marketing and production side of creating a commercial or narration. Simulated (recorded) auditions, script analysis, and chats with casting agents and performers prepare students for the real thing.

Credits: 3

Every Fall

MA 1591 Acting I

An introductory study of acting, including acting exercises, analysis and interpretation of roles, and improvisations. The body and the voice are trained to prepare for the creation and development of characterization. Each student prepares and performs various acting exercises and a minimum of one dramatic monologue. In addition, each student rehearses and performs in a scene consisting of two or more characters.

Credits: 3

Cross-Listings: MA 1591, THE 1251

Every Fall and Spring

MA 1592 Acting II

A continuation of THE 125.1 that emphasizes scene analysis and the creation of stage characterization. Students perform in a variety of scenes and other acting assignments.

Pre-requisite of THE 1251/MA 1591 is required.

Credits: 3

Cross-Listings: MA 1592, THE 1252

Every Fall and Spring

MA 1593 Acting III Rehearsal and Performance: Modern Scene Study

An investigation of rehearsal procedure, including character and script analysis, and a final emphasis on techniques of scene performance. Students are required to see two plays and write a critique of each. Prerequisites: THE 125.1, 125.2.

Pre-requisites of THE 1251 and THE 1252 are required.

Credits: 3

Cross-Listings: MA 1593, THE 1253

Every Fall

DEPARTMENT OF PERFORMING ARTS

Professors Emerita Stuart, Aquino, Yellin
Associate Professors Hash-Campbell (Chair),
Cooper (Music Program Coordinator), Newsome,
Sannuto (Theatre Program Coordinator)
Visiting Assistant Professor: Uchizono
Production Director, Administrator: McIntosh
Adjunct Faculty: 25

The Department of Performing Arts is dedicated to teaching the disciplines of dance, music, and theater in a liberal arts environment. The Department of Performing Arts aims to give undergraduate students a solid technical and artistic foundation enriched with personal understanding as they move into their artistic career after graduation.

The Department of Performing Arts' faculty has years of performance and teaching experience around the world and many are currently active professionals in the New York City area. Undergraduate students explore both the rigorous critical study of their art form and the disciplined aesthetic practice of the technique. This daily practice provides essential tools and analytic understanding of the student's performing arts discipline. The department promotes the integration of both study and practice at every level of our curriculum. Students critically investigate and sustain the ideas, traditions, and practices in which their present art form is rooted. Through a full range of educational experiences students are prepared to create, perform, and prosper within their chosen artistic field.

For more information on the dance program contact Professor Dance Hash-Campbell at 718-488-1051.

For more information on the music program contact Dr. Gloria Cooper at 718-488-1051.

For more information on the theater program contact Professor John Sannuto at 718-488-1252 or john.sannuto@liu.edu for information.

DANCE PROGRAM

The dance program is a modern-based dance program offering rigorous, conservatory-style training for those interested in pursuing careers as professional dancers. The B.F.A. degree program provides a foundation in ballet, modern and post-modern dance techniques. The B.S. degree program is designed to meet the artistic and academic needs of students who want to double major or work in complementary fields. Additionally, our singular dance wellness program required by all dance majors has put the department at the forefront of dance science.

Small class sizes provide majors with individualized attention from professional faculty, drawn from New York's finest dance companies.

Students learn and perform historic and contemporary repertory from professional guest artists and faculty.

Due to the conservatory style of the program any major who does not keep a B- in all dance courses, an overall GPA above 2.5, does not approach the work in a professional manner, or maintain proper decorum may be placed on departmental probation. When on departmental probation, students are not allowed to perform, however they are required to crew performances and assist the department. When the student's grades, GPA and professional decorum improve, probation may be lifted. In the case there is no improvement observed by the end of the probationary semester, the student is dismissed as a dance major. All these requirements and protocols are further explained in the dance program handbook.

B.S. in Dance

B.S., Dance

[Program Code: 26347]

Graduation Requirements

Students must satisfy the Placement, Proficiency, Orientation and Core Curriculum criteria outlined in the Graduation Requirements section of this bulletin.

Core Curriculum requirements for this major are summarized below:

Core Seminar 3 credits

Humanities

English Composition 3 credits

English Literature 6 credits

Philosophy 6 credits

Foreign Language 6 credits

Social Sciences

History 6 credits

Social Sciences 6 credits

(ANT, ECO, POL, PSY, SOC)

Science and Mathematics

Mathematics 3 - 4 credits

Science 8 credits

Communication, Visual & Performing Arts

Speech 3 credits

Visual & Performing Arts 3 credits

(ART, DNC, MUS, THE)

Ancillary Requirement

BIO 137 Human Anatomy 4.00

Major Requirements

The following fifteen (15) courses must be completed:

DNC 100 Freshman Seminar: 2.00
Dance Literacy

DNC 121 Improvisation 2.00

DNC 160 Music for Dance 3.00

DNC	170	Introduction to Design and Production for Dance	2.00
DNC	206	Contemporary Dance History and Criticism	3.00
DNC	1031	Modern Technique Level 1.1 (B.S. first level)	3.00
DNC	1041	Modern Technique Level 1.2	3.00
DNC	1051	Modern Technique Level 2.1	3.00
DNC	1061	Modern Technique Level 2.2	3.00
DNC	151	Dance Wellness Level 1.1	1.00
DNC	152	Dance Wellness Level 1.2	1.00
DNC	153	Dance Wellness Level 2.1	1.00
DNC	154	Dance Wellness Level 2.2	1.00
DNC	251	Dance Wellness Level 3.1	1.00
DNC	252	Dance Wellness Level 3.2	1.00

The following course must be completed:

SPS 151 Functional Kinesiology 3.00

The following two (2) courses must be completed:

DNC 1081 Beginning Ballet Level 2.1 (B.S. first level) 3.00

DNC 1082 Beginning Ballet Level 2.2 3.00

The following two (2) courses must be completed:

DNC 131 Ballet Level 3.1 3.00

DNC 132 Ballet Level 3.2 3.00

Choose one of the following two requirements:

The following two (2) courses must be completed:

DNC 141M Modern Technique: Level 3.1A (BFA first level) 3.00

DNC 142M Modern Technique: Level 3.2A 3.00

Or

The following two (2) courses must be completed:

DNC 2181 World Dance: African Diaspora 3.00

DNC 2182 World Dance: African Diaspora 2 3.00

Or

DNC 122 Choreography I 2.00

DNC 221 Choreography II 2.00

DNC 215A Ensemble 1.00

DNC 215B Ensemble 1.00

Credit and GPA Requirements

Minimum Total Credits: 128

Minimum Liberal Arts and Sciences Credits: 64

Minimum Major Credits: 54

Minimum Credits in Courses >100 Level: 48
 Ancillary Course Requirements: See above
 Minimum Major GPA: 2.75
 Minimum Overall GPA: 2.75

B.F.A. in Dance

B.F.A., Dance

[Program Code: 91338]

Graduation Requirements

Students must satisfy the Placement, Proficiency, Orientation and Core Curriculum criteria outlined in the Graduation Requirements section of this bulletin.

Core Curriculum requirements for this major are summarized below:

Core Seminar 3 credits

Humanities

English Composition 3 credits

English Literature 3 credits

Philosophy 3 credits

Social Sciences

History 3 credits

Social Sciences 6 credits

(ANT, ECO, POL, PSY, SOC)

Science and Mathematics

Mathematics 3 - 4 credits

Science 8 credits

Communication, Visual & Performing Arts

Speech 3 credits

Ancillary Requirement

BIO 137 Human Anatomy 4.00

Major Requirements

Following thirty eight (38) courses required:

DNC 100	Freshman Seminar: Dance Literacy	2.00
DNC 121	Improvisation	2.00
DNC 122	Choreography 1	2.00
DNC 131	Ballet Level 3.1 (BFA first level)	3.00
DNC 132	Ballet Level 3.2	3.00
DNC 133	Ballet Level 4.1	3.00
DNC 134	Ballet Level 4.2	3.00
DNC 141M	Modern Technique: Level 3.1A (BFA First Level)	3.00
DNC 142M	Modern Technique: Level 3.2A	3.00
DNC 143M	Modern Technique: Level 4.1A	3.00
DNC 144M	Modern Technique Level 4.2A	3.00
DNC 145	Modern Technique Level 3.1B	2.00

DNC 146	Modern Technique Level 3.2B	2.00
DNC 147	Modern Technique Level 4.1B	2.00
DNC 148	Modern Technique Level 4.2B	2.00
DNC 152	Dance Wellness 1.2	1.00
DNC 153	Dance Wellness Level 2.1	1.00
DNC 154	Dance Wellness Level 2.2	1.00
DNC 160	Music for Dance	3.00
DNC 170	Introduction to Design and Production for Dance	2.00
DNC 205	Dance History	3.00
DNC 206	Contemporary Dance History and Criticism	3.00
DNC 215A	Dance Ensemble	1.00
DNC 215B	Dance Ensemble	1.00
DNC 221	Choreography 2	2.00
DNC 231	Ballet Level 5.1	2.00
DNC 232	Ballet Level 5.2	2.00
DNC 233	Ballet Level 6.1	2.00
DNC 234	Ballet Level 6.2	2.00
DNC 241M	Modern Technique Level 5.1A	3.00
DNC 242M	Modern Technique Level 5.2A	3.00
DNC 243M	Modern Technique Level 6.1A	3.00
DNC 244M	Modern Technique Level 6.2A	3.00
DNC 245	Modern Technique Repertory Level 5.1B	3.00
DNC 246	Modern Technique/ Repertory Level 5.2B	3.00
DNC 247	Modern Technique/ Repertory Level 6.1B	3.00
DNC 248	Modern Technique/ Repertory Level 6.2B	3.00
DNC 251	Dance Wellness Level 3.1	1.00
DNC 252	Dance Wellness Level 3.2	1.00

Following one (1) course required:

SPS 151 Kinesiology 3.00

Following one (1) course required:

DNC 151 Dance Wellness 1.1 1.00

Credit and GPA Requirements

Minimum Total Credits: 128

Minimum Liberal Arts and Sciences Credits: 36
 Minimum Major Credits: 90
 Minimum Credits in Courses >100 Level: 48
 Ancillary Course Requirements: See above
 Minimum Major GPA: 2.75
 Minimum Overall GPA: 2.75

MUSIC PROGRAM

Versatility is the hallmark of the undergraduate music degree programs at LIU Brooklyn. Degrees offered include: B.A. in Music, Applied or Music Theory, B.S. in Music Education in Urban Schools and a B.F.A. in Jazz Studies. Students can also choose to include other academic concentrations such as media arts, education or business in their course of study. In all programs, a strong academic foundation is provided by the diverse core curriculum at LIU Brooklyn.

Music majors have the opportunity to learn from a diverse group of professional musicians who live and perform in New York City and the surrounding area – the entertainment and music mecca of the world. The world's leading jazz professionals participate in the Jazz Studies program as class instructors, ensemble directors, clinicians and private teachers.

B.F.A. in Music (Jazz Studies)

B.F.A., Music (Jazz Studies)

[Program Code: 86352]

Graduation Requirements

Students must satisfy the Placement, Proficiency, Orientation and Core Curriculum criteria outlined in the Graduation Requirements section of this bulletin.

Core Curriculum requirements for this major are summarized below:

Core Seminar 3 credits

Humanities

English Composition 3 credits

English Literature 3 credits

Philosophy 3 credits

Foreign Language 3 credits

Social Sciences

History 3 credits

Social Sciences 6 credits

(ANT, ECO, POL, PSY, SOC)

Science and Mathematics

Mathematics 3 - 4 credits

Physics 20 4 credits

Communication, Visual & Performing Arts

Speech 3 credits

Visual & Performing Arts 3 credits

(ART 61 or DNC 61 or THE 61)

Major Requirements

Following 18 courses required:

MUS 106 Jazz History 3.00

MUS 107 Traditional Music History I 3.00

MUS 108 Traditional Music History II 3.00

MUS 115	Private Instruction	1.00
	I,P,T, V	
MUS 116	Private Instruction	1.00
	I,P,T, V	
MUS 123J	Ensemble	2.00
MUS 125	University Chorus	2.00
MUS 131	Harmony/ Counterpoint I	3.00
MUS 132	Harmony/ Counterpoint II	3.00
MUS 153	Ear Training/ Musicianship I	3.00
MUS 154	Ear Training/ Musicianship II	3.00
MUS 161	Jazz Theory/ Improvisation I	3.00
MUS 162	Jazz Theory/ Improvisation II	3.00
MUS 163	Jazz Theory/ Improvisation III	3.00
MUS 164	Jazz Theory/ Improvisation IV	3.00
MUS 165	Jazz Ear Training I	3.00
MUS 166	Jazz Ear Training II	3.00

MUS 201 Music Notation Software 3.00

(Students must be enrolled in MUS 123J or MUS 125 each semester, as the ensemble requirement)

(Students must be enrolled in MUS 115 or MUS 116 each semester, as the private instruction requirement)

Recommended Music Electives

MUS 127 Conducting 3.00

MUS 170 Jazz Clinic 1.00

MUS 175 Digital Audio I 3.00

MUS 176 Digital Audio II 3.00

MUS 180 Music Business 3.00

Students may take private instruction with more than one instructor.

**Digital Audio (Media Arts) courses will satisfy the distribution requirement of 6 credits in one area of upper level courses.

***Students may be required to take Music 153 and 154 before Music 161 Jazz Theory & Improv. and 165 Jazz Ear Training.

Credit and GPA Requirements

Minimum Total Credits: 128

Minimum Liberal Arts and Sciences Credits: 36

Minimum Major Credits: Consult with Program Coordinator

Minimum Credits in Courses >100 Level: 48

Minimum Major GPA: 2.75

Minimum Overall GPA: 2.0

B.S. in Music Education in Urban Schools

B.S., Music Education in Urban Schools

[Program Code: 27181]

Graduation Requirements

Students must satisfy the Placement, Proficiency, Orientation and Core Curriculum criteria outlined in the Graduation Requirements section of this bulletin.

Core Curriculum requirements for this major are summarized below:

Core Seminar 3 credits

Humanities

English Composition 3 credits

English Literature 6 credits

Philosophy 6 credits

Foreign Language 6 credits

Social Sciences

History 6 credits

Social Sciences 6 credits

(ANT, ECO, POL, PSY, SOC)

Science and Mathematics

Mathematics 6 credits

Science 10 credits

Communication, Visual & Performing Arts

Speech 3 credits

Visual & Performing Arts 3 credits

(ART 61 or DNC 61 or THE 61)

Major Requirements

Music Requirements

MUS 107 Trad. Music History I 3.00

MUS 108 Trad. Music History II 3.00

MUS 109 Mthds Tchng Music Ele 3.00

MUS 110 Mthds Tchng Music Sec 3.00

MUS 115 Private Instruction 1.00
I,P,T,
V

MUS 116 Private Instruction 1.00
I,P,T,
V

MUS 123J Ensemble 2.00

MUS 125 University Chorus 2.00

MUS 131 Harmony & Counterpoint I 3.00

MUS 132 Harmony & Counterpoint II 3.00

MUS 133 Harmony & Counterpoint III 3.00

MUS 134	Harmony & Counterpoint IV	3.00
MUS 152	Music Fundamentals	3.00
MUS 153	Ear Training/ Musicianship I	3.00
MUS 154	Ear Training/ Musicianship II	3.00

MUS 201 Music Notation Software 3.00
(Students must be enrolled in MUS 123J or MUS 125 each semester, as the ensemble requirement)
(Students must be enrolled in MUS 115 or MUS 116 each semester, as the private instruction requirement)

Recommended Music Electives

MUS 127	Conducting	3.00
MUS 170	Jazz Clinics	1.00
MUS 175	Digital Audio I	3.00
MUS 176	Digital Audio II	3.00
MUS 180	Music Business	3.00

Education Requirements

TAL 201	Teaching: Imagine The Possibilities	3.00
TAL 301	Observing, Describing Children	3.00
TAL 350	The Developing Child	4.00
TAL 351	Language & Literacy I	3.00
TAL 353	Creating Inclusive Classrooms	3.00
TAL 406	Health Ed. For Teachers	1.00
TAL 467.1	Teaching Ele. Music Ed.	3.00
TAL 467.2	Teaching Sec. Music Ed	3.00
TAL 468	Teaching Seminar Music Ed.	2.00
ALCX 702	Child Abuse ID & Report**	0.00
ALCX 703	Violence Prevention**	0.00
ALCX 704	Fire, Substance, Abduction**	0.00
TAL 339	Teaching & Learning***	0.00

Students may take private instruction with more than one instructor. Digital audio (media arts) courses will satisfy the distribution requirement of 6 credits in one area of upper level courses.

State-Mandated Training: Students must also complete the **ALCX 702-704 non-credit workshops offered through the School of Continuing Studies or present proof of equivalent training elsewhere.

***Test Preparation: Students are encouraged to take **TAL 339** to help prepare for the Liberal Arts and Sciences Test (LAST) of the New York State Certification Test (NYCTCE), a prerequisite for

student-teaching, during the Children, Language and Society Block. Student teaching and graduation requirements include the ALST, EAS, CST and CSEE exams. The ALST and EAS exams are needed to apply for Student Teaching. Additional certification requirements include completion of the edTPA Assessment Test.

Credit and GPA Requirements

Minimum Total Credits: 128
Minimum Liberal Arts and Sciences Credits: 64
Minimum Education Major Credits: 25
Minimum Music Credits: Consult with Program Coordinator
Minimum Credits in Courses >100 Level: 48

Minimum Education Major GPA: 3.00

Overall Music Course GPA: 2.75

Minimum Overall GPA: 2.67

B.A. in Music - Applied Music

B.A., Music - Applied Music

[Program Code: 06916]

Graduation Requirements

Students must satisfy the Placement, Proficiency, Orientation and Core Curriculum criteria outlined in the Graduation Requirements section of this bulletin.

Core Curriculum requirements for this major are summarized below:

Core Seminar 3 credits

Humanities

English Composition 3 credits

English Literature 6 credits

Philosophy 6 credits

Foreign Language 6 credits

Social Sciences

History 6 credits

Social Sciences 6 credits

(ANT, ECO, POL, PSY, SOC)

Science and Mathematics

Mathematics 3 - 4 credits

Science 10 credits

Communication, Visual & Performing Arts

Speech 3 credits

Visual & Performing Arts 3 credits

(ART 61 or DNC 61 or THE 61)

Major Requirements

MUS 107 Traditional Music History I 3.00

MUS 108 Traditional Music History II 3.00

MUS 115 Private Instruction I,P,T, V 1.00

MUS 116 Private Instruction I,P,T, V 1.00

MUS 123J Ensemble 2.00

MUS 125 University Chorus 2.00

MUS 131 Harmony & Counterpoint I 3.00

MUS 132 Harmony & Counterpoint II 3.00

MUS 133 Harmony & Counterpoint III 3.00

MUS 134 Harmony & Counterpoint IV 3.00

MUS 152 Music Fundamentals 3.00

MUS 153 Ear Training/
Musicianship I 3.00

MUS 154 Ear Training/
Musicianship II 3.00

MUS 201 Music Notation Software 3.00

(Students must be enrolled in MUS 123J or MUS 125 each semester, as the ensemble requirement)

(Students must be enrolled MUS 115 or MUS 116 each semester, as the private instruction requirement)

Recommended Music Electives

MUS 127	Conducting	3.00
MUS 170	Jazz Clinics	1.00
MUS 175	Digital Audio I	3.00
MUS 176	Digital Audio II	3.00
MUS 180	Music Business	3.00

Credit and GPA Requirements

Minimum Total Credits: 128
Minimum Liberal Arts and Sciences Credits: 96
Minimum Major Credits: Consult with Program Coordinator
Minimum Credits in Courses >100 Level: 48
Ancillary Course Requirements: See above

Minimum Major GPA: 2.75

Minimum Overall GPA: 2.0

MINORS

Minor in Music

Music – 12 credits at or above the 100 level in consultation with the music coordinator.

Credit and GPA Requirements

Minimum Total Credits: 12
Minimum Minor GPA: 2.0

THEATRE PROGRAM

The study of theatre entails intensive training in acting, voice and movement for the development of characterization in preparation for performance. The training provides a foundation for acting on stage, and on camera for film and television. Students also learn about the history of theatre, the visual elements of production, play analysis and participate in production and/or performance work. Students have the opportunity to perform in the main stage spring theatre productions and in smaller theatre pieces in the fall semesters. As a result, students gain valuable experience working in a large proscenium theatre as well as a smaller experimental theatre space. Students studying theatre who decide not to pursue an acting career may also go into other fields such as, working behind the scenes, directing, stage managing, producing and teaching. The experience and training that students gain in theatre will serve them in any field they choose to work in. Students interested in pursuing studies in theatre should consult with the theatre program coordinator, Professor John Sannuto 718-246-6405, john.sannuto@liu.edu), and/or the department chair regarding class selection and graduation requirements.

MINORS

Minor in Theatre

A theatre minor requires 12 credits at or above the 100 level.

Credit and GPA Requirements

Minimum Total Credits: 12

Minimum Minor GPA: 2.0

Dance Courses

DNC 1 Introduction to Modern Dance 1

A studio survey course that offers the tools with which to participate in and appreciate dance, music in relation to dance, and the dance heritage that provides the essential materials for this course.

Students come to appreciate the body as an instrument capable of many forms of expression while they build strength, flexibility and control through the kinesthetic understanding of a basic movement vocabulary. Introduction to modern dance. Three hours.

(Same as PE 58.)

May be taken twice for credit.

Credits: 3

Cross-Listings: DNC 1, PE 58

Every Fall and Spring

DNC 2 Introduction to Modern Dance 2

A continuation of DNC 1, with an increased emphasis on technique. Three hours.

May be taken twice for credit.

Pre-requisite of DNC 1 is required.

Credits: 3

Every Spring

DNC 13 Beginning Aerobic Dance 1

An introduction to aerobic training in a comprehensive program of physical fitness using multi-impact and cross-training techniques to develop and improve cardiovascular fitness.

Personal journals are kept in which students record their progress and understanding of the health benefits of nutrition, flexibility, balance, strength and endurance. Three hours. (Same as PE 13.)

Prerequisite: Doctor's permission. May be taken twice for credit.

Credits: 3

Cross-Listings: DNC 13, PE 13

Alternate Years

DNC 13A Step Aerobics

Aerobic conditioning for all levels using steps and music to develop and improve cardiovascular fitness. Students learn how to work safely and effectively while they learn the basics of nutrition, strength, flexibility and balance for overall better physical fitness and well-being. Personal journals are kept. Three hours. (Same as PE 13A.)

Prerequisite: Doctor's permission. May be taken twice for credit.

Credits: 3

Cross-Listings: DNC 13A, PE 13A

Alternate Years

DNC 14A Step Aerobics 2

A continuation of DNC 13A; aerobic conditioning for all levels using steps and music to develop and improve cardio-vascular fitness. Students learn how to work safely and effectively while they learn the basics of nutrition, strength, flexibility, and balance for overall better physical fitness and well-being.

May be taken twice for credit.

The pre-requisite of DNC 13A is required.

Credits: 3

Alternate Years

DNC 61 Dance Through Time

A look at dance in its time and place, with an eye to simultaneous development of corresponding art forms, lifestyles and government involvement in the arts. A survey is offered of the many forms that dance encompasses through an understanding of style, content, and time and place of origin, most lectures will be accompanied by slides, videotapes, studio work or any of the previous combination.

Satisfies the core requirement for Richard L.

Conolly students.

Credits: 3

Every Fall and Spring

DNC 100 Freshman Seminar: Dance Literacy

The freshman seminar in dance introduces dance majors to an all-inclusive view of the world of dance. This includes exposure to the language and aesthetic principles of dance, a historical perspective with particular reference to the twentieth and twenty-first century, and the various kinds of theaters in which dance is performed. The purpose of DNC 100 is to introduce primary materials with which to develop analytical skills of interpretation and inquiry. The course will include attendance at various dance performances. Two hours. Plus additional hours. Required of all dance majors.

The student must be a Dance major in order to register for the course.

Credits: 2

Every Fall

DNC 121 Improvisation

Students are introduced to the principles and practices of dance improvisation. Various structures will be presented to serve students in their exploration of physical, vocal and rhythmic expression. Tasks are presented using a variety of improvisational forms such as Laban/Bartenieff movement analysis, theatrical drills, musical interpretation, to name a few. The focus of the course is to guide the students' discovery of their individual movement language and to expand their movement vocabulary. They are challenged to find new ways of thinking about time, space, effort, and dynamic quality. This course requires individual as well as group problem solving. Emphasis is on the development of skills involving timing, nuances of energy, and the dancers' relationship to the surrounding space and to each other. Three hours, plus lab.

The student must be a Dance major in order to register for the course.

Credits: 2

Every Spring

DNC 122 Choreography 1

While this course continues using improvisation, it emphasizes choreographic forms and structures through studies in compositional theories.

Borrowing from traditional musical structures and

experimenting in contemporary explorations of space and time, students will create complex movement studies, in both abstract and linear forms, concentrating on the solo and small group. Studies include pre-classic and classic forms. Since all art forms are themselves forms of communication, students, through observation, trial and error, develop an understanding of choreographic communication through the exploration of text, music, voice, cinema, props, lighting and costume. Students speak and write about their own work as well as the work of their peers and established choreographers. Required of B.F.A. Dance majors and optional for B.S. Dance majors.

The pre-requisite of DNC 121 is required and the student must be a Dance major.

Credits: 2

Every Fall

DNC 131 Ballet Level 3.1 (BFA first level)

This course presents the basic tenets and principles of ballet technique. There is strong emphasis on proper alignment of the body, dynamic timings, and a command of ballet terminology. Classes will include barre and center work, including port de bras, adagio, turns, petit allegro, and grand allegro. Combinations will become increasingly complex, and the correlation between barre and center work is consistently explored concentrating on the barre work. Students demonstrate the following: ability to pick up patterns; understanding of most commonly used terminology; increasingly correct placement (bio-mechanically). Reading and video assignments include written requirements. This course completes the minimum requirement for students in the B.S. in Dance program. Required of all B.F.A. dance majors. Seven and one-half hours. Requirements: Audition to begin the B.F.A. program. B.S. students must complete two years of ballet or demonstrate technical ability in a placement class to enter this level. Non majors may register with permission of the Chair of the Performing Arts Department. May be taken twice for credit.

This course is only open to students who are Dance majors.

The pre-requisite of DNC 1082 is required for students who are a Dance major in the BS program. An audition placement into the BFA program is required.

Credits: 3

Every Fall

DNC 132 Ballet Level 3.2

DNC 132 is the continuation of DNC 131 with an increase in ballet vocabulary as well as an increase in the level of ballet technique. An exit exam must demonstrate correct placement (bio-mechanically), ability to pick up patterns, and an understanding of the most commonly used terminology concentrating on center work. Visual and written assignments will be made. This course completes the minimum requirement for students in the B.S. in Dance program. Required of all B.F.A. dance majors. Seven and one-half hours. Non-majors may register with permission of the Chair of the Performing Arts Department. May be taken twice for credit.

The pre-requisite of DNC 131 is required and the student must be a Dance major.

Credits: 3

Every Spring

DNC 133 Ballet Level 4.1

Students will be required to demonstrate strong evidence of good alignment, musicality, and increased verbal and movement vocabulary. Continuation of DNC 132. An exit exam is administered at the end of the semester, students must demonstrate correct placement (bio-mechanically), ability to pick up patterns, and an understanding of the most commonly used terminology concentrating on the barre work. Required of all B.F.A. dance majors. Seven and one-half-hours. Non majors may register with permission of the Chair of the Performing Arts Department. May be taken twice for credit.

The pre-requisite of DNC 132 is required and the student must be a Dance major.

Credits: 3

Every Fall

DNC 134 Ballet Level 4.2

Continuation of DNC 133 with increasingly difficult barre and center work. An exit exam is administered at the end of the semester students must demonstrate correct placement (bio-mechanically), ability to pick up patterns, and an understanding of the most commonly used terminology concentrating on the center work. Required of all B.F.A. dance majors. Seven and one-half-hours.

Non majors may register with permission of the Chair of the Performing Arts Department. May be taken twice for credit.

The pre-requisite of DNC 133 is required and the student must be a Dance major.

Credits: 3

Every Spring

DNC 141M Modern Technique: Level 3.1A (BFA first level)

This course represents the first semester in the freshman traditional modern techniques series. This is part of a series of courses designed to teach the fundamentals of classic 20th century modern dance techniques with choices from Graham,

Limon, Cunningham, Horton. One modern technique will be taught in Dance 141M-142M (Freshman Fall, Spring); one technique will be taught in 143M-144M (Sophomore Fall, Spring). 2013-2014 is a Graham technique year. While each technique will dictate its own focus, all will include performance elements and style, phrasing, dynamics and musicality relating to the technique. An exit exam is administered at the end of the semester, students must demonstrate correct placement (bio-mechanically), ability to pick up patterns, and an understanding of the most commonly used terminology of the technique. Students will be expected to attain competency in the form at the end of the year by demonstrating an understanding of the movement language and aesthetic, by the ability to pick up patterns, transitions, biomechanical placement, and kinesthetic awareness. Both written and visual materials will augment instruction and there will be a writing component in each course.

Requirements: Audition to begin the B.F.A. program. Required of all B.F.A. dance majors. B.S. students must complete two years of modern techniques or demonstrate technical ability in a placement class to enter this level. Non majors may register with permission of the Chair of the Performing Arts Department. Four and one-half hours. May be taken twice for credit.

This course is only open to students who are Dance majors.

The pre-requisite of DNC 1061 is required for students who are a Dance major in the BS program. An audition placement into the BFA program is required.

Credits: 3

Every Fall

DNC 142M Modern Technique: Level 3.2A

DNC 142M is the continuation of DNC 141M with an increase in the level of the technique being studied. Visual and written assignments are made. This is part of a series of courses designed to teach the fundamentals of traditional 20th century modern dance techniques with choices from Graham, Limon, Cunningham, Horton. One modern technique will be taught in DNC 141M-142M (Freshman Fall, Spring); one technique will be taught in 143M-144M (Sophomore Fall, Spring). 2013-2014 is a Graham technique year. While each technique will dictate its own focus, all will include performance elements and style, phrasing, dynamics and musicality relating to the technique. Students will be expected to attain competency in the form at the end of the year by demonstrating an understanding of the movement language and aesthetic, by the ability to pick up patterns, transitions, biomechanical placement, and kinesthetic awareness. An exit exam is administered at the end of the semester, students must demonstrate correct placement (bio-mechanically), ability to pick up patterns, and an understanding of the most commonly used terminology of the technique. Both written and visual materials will

augment instruction and there will be a writing component in each course. Four and one-half hours. Required of all B.F.A. dance majors. B.S. students must complete two years of modern techniques or demonstrate technical ability in a placement class to enter this level. Non majors may register with permission of the Chair of the Performing Arts Department. May be taken twice for credit.

The pre-requisite of DNC 141M is required and the student must be a Dance major.

Credits: 3

Every Spring

DNC 143M Modern Technique: Level 4.1A

This course represents the first semester in the sophomore traditional modern techniques series. This is a part of a series of courses designed to teach the fundamentals of classic 20th century modern dance techniques with choices from Graham, Limon, Cunningham, Horton. One modern technique will be taught in DNC 141M-142M (Freshman Fall, Spring); one technique will be taught in 143M-144M (Sophomore Fall, Spring). The next year is a Graham technique year. While each technique will dictate its own focus, all will include performance elements and style, phrasing, dynamics and musicality relating to the technique. An exit exam is administered at the end of the semester, students must demonstrate correct placement (bio-mechanically), ability to pick up patterns, and an understanding of the most commonly used terminology of the technique. Students will be expected to attain competency in the form at the end of the year by demonstrating an understanding of the movement language and aesthetic, by the ability to pick up patterns, transitions, bio-mechanical placement, and kinesthetic awareness. Both written and visual materials will augment instruction and there will be a writing component in each course. Four and one-half hours. Required of all B.F.A. dance majors. Non majors may register with permission of the Chair of the Performing Arts Department. May be taken twice for credit.

The pre-requisite of DNC 142M is required and the student must be a Dance major.

Credits: 3

Every Fall

DNC 144M Modern Technique Level 4.2A

DNC 144M is a continuation of DNC 143M with an increase in the level of the technique being studied. This is a part of a series of courses designed to teach the fundamentals of classic 20th century modern dance techniques with choices from Graham, Limon, Cunningham, Horton. One modern technique will be taught in DNC 141M-142M (Freshman Fall, Spring); one technique will be taught in 143M-144M (Sophomore Fall, Spring). The next year is a Graham technique year. While each technique will dictate its own focus, all will include performance elements and style, phrasing, dynamics and musicality relating to the technique.

An exit exam is administered at the end of the semester, students must demonstrate correct placement (bio-mechanically), ability to pick up patterns, and an understanding of the most commonly used terminology of the technique. Students will be expected to attain competency in the form at the end of the year by demonstrating an understanding of the movement language and aesthetic, by the ability to pick up patterns, transitions, biomechanical placement, and kinesthetic awareness. Both written and visual materials will augment instruction and there will be a writing component in each course. Four and one-half hours. Required of all B.F.A. dance majors. Non majors may register with permission of the Chair of the Performing Arts Department. May be taken twice for credit.

The pre-requisite of DNC 143M is required and the student must be a Dance major.

Credits: 3

Every Spring

DNC 145 Modern Technique Level 3.1B (BFA first level)

This course represents the first semester in the freshman postmodern technique series. This course is designed to teach the fundamentals of various modern forms and styles. In non-traditional modern dance, there are many individual variations in technique, many of which fuse different forms of dance, including syntheses of old and new, modern and ballet as well as world dance forms. One modern technique will be taught in DNC 145-146 (Freshmen Fall, Spring); another modern technique will be taught in 147-148 (Sophomores Fall, Spring). While each technique will dictate its own focus, all will include performance elements and style, phrasing, dynamics and musicality relating to the technique. An exit exam is administered at the end of the semester, students must demonstrate correct placement (bio-mechanically), ability to pick up patterns, and an understanding of the most commonly used terminology of the technique. Students will be expected to attain competency in the form at the end of the year by demonstrating an understanding of the movement language and aesthetic, by the ability to pick up patterns, transitions, biomechanical placement, and kinesthetic awareness. Both written and visual materials will augment instruction and there will be a writing component in each course. Three hours. Requirements: Audition to begin the B.F.A. program. Required of all B.F.A. dance majors. B.S. students must complete two years of modern techniques or demonstrate technical ability in a placement class to enter this level.

Non majors may register with permission of the Chair of the Performing Arts Department. May be taken twice for credit.

The co-requisite of Dance 141M or the pre-requisite of DNC 1061 is required and the student must be a Dance major.

Credits: 2

Every Fall

DNC 146 Modern Technique Level 3.2B

DNC 146 is the continuation of Dance 145 with an increase in the level of the technique being studied. This course is designed to teach the fundamentals of various modern forms and styles. In non-traditional modern dance, there are many individual variations in technique, many of which fuse different forms of dance, including syntheses of old and new, modern and ballet as well as world dance forms. One modern technique will be taught in DNC 145-146 (Freshmen Fall, Spring); another modern technique will be taught in 147-148 (Sophomores Fall, Spring). While each technique will dictate its own focus, all will include performance elements and style, phrasing, dynamics and musicality relating to the technique. An exit exam is administered at the end of the semester, students must demonstrate correct placement (bio-mechanically), ability to pick up patterns, and an understanding of the most commonly used terminology of the technique. Students will be expected to attain competency in the form at the end of the year by demonstrating an understanding of the movement language and aesthetic, by the ability to pick up patterns, transitions, biomechanical placement, and kinesthetic awareness. Both written and visual materials will augment instruction and there will be a writing component in each course. Three hours. Required of all B.F.A. dance majors. B.S. students must complete two years of modern techniques or demonstrate technical ability in a placement class to enter this level. Non majors may register with permission of the Chair of the Performing Arts Department. May be taken twice for credit.

The pre-requisite of DNC 145 is required and the student must be a Dance major.

Credits: 2

Every Semester

DNC 147 Modern Technique Level 4.1B

This course represents the first semester in the sophomore modern technique series. This course is designed to teach the fundamentals of various modern forms and styles. In non-traditional modern dance, there are many individual variations in technique, many of which fuse different forms of dance, including syntheses of old and new, modern and ballet as well as world dance forms. One modern technique will be taught in DNC 145-146 (Freshmen Fall, Spring); another modern technique will be taught in 147-148 (Sophomores Fall, Spring). While each technique will dictate its own focus, all will include performance elements and style, phrasing, dynamics and musicality relating to the technique. An exit exam is administered at the end of the semester, students must demonstrate correct placement (bio-mechanically), ability to pick up patterns, and an understanding of the most commonly used terminology of the technique. Students will be expected to attain competency in the form at the end of the year by demonstrating an understanding of the movement language and

aesthetic, by the ability to pick up patterns, transitions, biomechanical placement, and kinesthetic awareness. Both written and visual materials will augment instruction and there will be a writing component in each course.

Three hours. Required for all B.F.A. dance majors. Non majors may register with permission of the Chair of the Performing Arts Department. May be taken twice for credit.

The pre-requisite of Dance 146 is required and the student must be a Dance major.

Credits: 2

Every Fall

DNC 148 Modern Technique Level 4.2B

Dance 148 is the continuation of Dance 147 with an increase in the level of the technique being studied. This course is designed to teach the fundamentals of various modern forms and styles. In non-traditional modern dance, there are many individual variations in technique, many of which fuse different forms of dance, including syntheses of old and new, modern and ballet as well as world dance forms. One modern technique will be taught in Dance 145-146 (Freshmen Fall, Spring); another modern technique will be taught in 147-148 (Sophomores Fall, Spring). While each technique will dictate its own focus, all will include performance elements and style, phrasing, dynamics and musicality relating to the technique. An exit exam is administered at the end of the semester, students must demonstrate correct placement (bio-mechanically), ability to pick up patterns, and an understanding of the most commonly used terminology of the technique. Students will be expected to attain competency in the form at the end of the year by demonstrating an understanding of the movement language and aesthetic, by the ability to pick up patterns, transitions, biomechanical placement, and kinesthetic awareness. Both written and visual materials will augment instruction and there will be a writing component in each course. Three hours. Required of all B.F.A. dance majors. Non majors may register with permission of the Chair of the Performing Arts Department. May be taken twice for credit.

The pre-requisite of Dance 147 is required and the student must be a Dance major.

Credits: 2

Every Spring

DNC 151 Dance Wellness 1.1

The dance wellness program is designed to help dancers know their strengths and weaknesses in an effort to keep them healthy and dancing longer than prior expectations. After undergoing dance profile testing, students will be tutored in exercises and body therapy techniques that best address their individual needs. Students will also learn basic anatomy, kinesiology, and nutrition. Two hours plus up to three individual meetings with the instructor of the course of the semester. Written and practical exams are administered. Required of all dance majors. Non majors may register with

permission of the Chair of the Performing Arts Department. May be taken twice for credit.

The co-requisite of DNC 1031, DNC 131 or 141M is required and the student must be a Dance major.

This course is required for all Dance majors.

Credits: 1

Every Fall

DNC 152 Dance Wellness 1.2

During the spring semester, dance wellness takes the form of a specific body training or therapy geared to the dancer. Among the forms employed are Pilates mat work, Hatha yoga, and/or Feldenkrais. Students will have an opportunity for individual meetings with the instructor. Written and practical exams are administered. Two hours. Required of all dance majors. Non majors may register with permission of the Chair of the Performing Arts Department. May be taken twice for credit.

The pre-requisite of DNC 151 is required and the student must be a Dance major.

This course is required for all Dance majors.

Credits: 1

Every Spring

DNC 153 Dance Wellness Level 2.1

A continuation of DNC 151. After undergoing dance profile testing, students will be tutored in exercises and body therapy techniques that best address their individual needs. Students will begin more dynamic training versus static training. Written and practical exams are administered. Two hours plus up to three individual meetings with the instructor throughout the semester. Required of all dance majors. Non majors may register with permission of the Chair of the Performing Arts Department. May be taken twice for credit.

The pre-requisite of DNC 152 is required and the student must be a Dance major.

This course is required for all Dance majors.

Credits: 1

Every Fall

DNC 154 Dance Wellness Level 2.2

A continuation of DNC 152. Two hours. Students will have an opportunity for individual meetings with the instructor throughout the semester. Required of all dance majors. Non majors may register with permission of the Chair of the Performing Arts Department. May be taken twice for credit.

The pre-requisite of DNC 153 is required and the student must be a Dance major.

This course is required for all Dance majors.

Credits: 1

Every Spring

DNC 160 Music for Dance

Dance 160 is a comprehensive exploration of music focusing on the analysis and appreciation of music in relation to movement and performance. Studies will include development of a music vocabulary, identification of music structures, understanding the use of dynamics, quality and tempo, and the

recognition of rhythmic components in music including the use of meter, subdivision and time and counting techniques. Also included is the study of significant examples of historic through contemporary western and non-western music for choreography. Three hours. Formerly DNC 115.1 and DNC 220. Required of all dance majors. May be taken twice for credit.

The co-requisite of Dance 103.1 or 131 is required and the student must be a Dance major.

Credits: 3

Every Spring

DNC 170 Introduction to Design and Production for Dance

This class will examine the major components of lighting and stage design and compare them to the elements of choreography. Ultimately, students will come away with an understanding of how dance can be enhanced by lighting design, and will also acquire a vocabulary to communicate with designers. This class also provides an overview of many of the elements of theatre production jobs and their responsibilities. The class will provide an introduction to costume and scenic design, a comprehensive workshop in hair and makeup for the stage and a relatively in-depth investigation of lighting design. Written and practical exams are administered. Two hours. (Formerly DNC 129 and DNC 130.) Required of all dance majors. May be taken twice for credit.

The student must be a Dance major in order to register for the course.

Credits: 2

Every Fall

DNC 205 Dance History

The study of dance as a cultural form and its development as a performing art from medieval times until of the nineteenth century. Western and non-Western forms are studied and researched to facilitate a global understanding of the foundations of dance as an art form. Three hours. Required of all B.F.A. majors. Non majors may register with permission of the Chair of the Performing Arts Department.

The pre-requisite of DNC 100 is required and the student must be a Dance major.

Credits: 3

Alternate Fall

DNC 206 Contemporary Dance History and Criticism

A study of the development of dance and dance criticism in the twentieth century and twenty first century, including the birth of modern dance and the development of ballet in America. The influences of ethnic dance on concert dance. Students develop critical skills of observation. Three hours. Required of all dance majors. Non majors may register with permission of the chair of the Performing Arts Department.

The pre-requisite of DNC 100 is required and the student must be a Dance major.

Credits: 3

Alternate Spring

DNC 210 Kinesiology for Dancers

An in-depth analysis of the human musculoskeletal system to provide an understanding of movement to augment training. Areas of exploration include, but not limited to, the following: functional anatomical review of the musculoskeletal system, physiological review of the muscle morphology, kinesiological examination of movement patterns and configurations common in dance movement vocabulary, biomechanical examination of musculoskeletal system response to stress and injury, and psychokinetic evaluation of movement training and conditioning. Three hours. Required of all dance majors.

The pre-requisite of BIO 131 is required and the student must be a Dance major.

Credits: 3

On Demand

DNC 211 Body Conditioning: Pilates Mat

The purpose of this course is to develop in the student an awareness of the body through healthy and safe methods of working out in the Pilates method. Developing strength, balance, flexibility and alignment as well as improved body tone is an intrinsic goal. Techniques and tools may vary. Two hours. May be taken twice of credit.

Credits: 1

Every Fall and Spring

DNC 215A Dance Ensemble 1

This class has a dual focus. Students will learn some basic acting, sensory and kinesthetic awareness exercises to help facilitate their performance qualities and learn how to work as an ensemble in preparation for the Winter Dance Concert. Students will also learn proper professionalism and etiquette for their art. This includes working as an ensemble, speaking constructively and respectfully to guest choreographers, faculty and staff while in a professional performance setting. One credit.

The co-requisite of DNC 122 is required and the student must be a Dance major.

Credits: 1

Every Fall

DNC 215B Dance Ensemble 2

This class is a continuation of DNC 215A. It will nurture the qualities of performance, focus, intent, space and time, while supporting the new choreographic students works for the Rising Artist Workshop series and the Spring Concert. This class also encourages the creative aspects of performance for the dancer. The students tracking in performance will begin to develop tools that will help them become artistic interpreters of the movement and context given them. While students tracking in choreography will also learn these tools they will also begin to utilize some of the simple choreographic principles of canon, theme and variation, motifs and space/time relationships to

encourage their growth as creators. Students will also learn how to speak constructively and respectfully about their own and each others choreographic work. One credit.

The pre-requisite of DNC 215A is required and the student must be a Dance major.

Credits: 1

Every Spring

DNC 221 Choreography 2

This course is a continuation of DNC 121 with the development of longer movement phases with increasingly more complex spatial design and plot development. This may include experiments in multimedia work. Advanced theories of composition are studied and applied to a finished work to be shown in a public performance. Three hours.

The pre-requisite of DNC 122 is required and the student must be a Dance major.

Credits: 2

Every Spring

DNC 231 Ballet Level 5.1

This is the first semester of the junior level ballet technique class. DNC 231 is the continuation of DNC 134 with an increase in ballet vocabulary as well as an increase in the level of ballet technique. As requirements of this course, students are expected to demonstrate a sense of theater direction, movement dynamics, performance qualities, texture of ballet movement. An exit exam is administered at the end of the semester, students must demonstrate correct placement (bio-mechanically), ability to pick up patterns, and an understanding of the most commonly used terminology concentrating on the barre work. Both written and visual materials will augment instruction and there will be a writing component in each course. Four and one-half hours. Non majors may register with permission of the Chair of the Performing Arts Department. May be taken twice for credit.

The pre-requisite of DNC 134 is required and the student must be a Dance major.

Credits: 2

Every Fall

DNC 232 Ballet Level 5.2

DNC 232 is the continuation of DNC 231 with an increase in ballet vocabulary as well as an increase in the level of ballet technique. As requirements of this course, students are expected to demonstrate a sense of theater direction, movement dynamics, performance qualities, texture of ballet movement. An exit exam is administered at the end of the semester, students must demonstrate correct placement (bio-mechanically), ability to pick up patterns, and an understanding of the most commonly used terminology concentrating on center work. Both written and visual materials will augment instruction and there will be a writing component in each course. Four and one-half hours. Non majors may register with permission of

the Chair of the Performing Arts Department. May be taken twice for credit.

The pre-requisite of DNC 231 is required and the student must be a Dance major.

Credits: 2

Every Spring

DNC 233 Ballet Level 6.1

This is the first semester of the senior level ballet technique class. DNC 233 is the continuation of DNC 232 with an increase in ballet vocabulary as well as an increase in the level of ballet technique. As requirements of this course, students are expected to demonstrate a sense of theater direction, movement dynamics, performance qualities, texture of ballet movement. An exit exam is administered at the end of the semester, students must demonstrate correct placement (bio-mechanically), ability to pick up patterns, and an understanding of the most commonly used terminology concentrating on the barre work. Both written and visual materials will augment instruction and there will be a writing component in each course. Four and one-half hours. Required of all B.F.A. dance majors. Non majors may register with permission of the Chair of the Performing Arts Department. May be taken twice for credit.

The pre-requisite of DNC 232 is required and the student must be a Dance major.

Credits: 2

Every Fall

DNC 234 Ballet Level 6.2

DNC 234 is the continuation of DNC 233 with an increase in ballet vocabulary as well as an increase in the level of ballet technique. As requirements of this course, students are expected to demonstrate a sense of theater direction, movement dynamics, performance qualities, texture of ballet movement. An exit exam is administered at the end of the semester, students must demonstrate correct placement (bio-mechanically), ability to pick up patterns, and an understanding of the most commonly used terminology concentrating on center work. Both written and visual materials will augment instruction and there will be a writing component in each course. Four and one-half hours. Required of all B.F.A. dance majors. Non majors may register with permission of the Chair of the Performing Arts Department. May be taken twice for credit.

The pre-requisite of DNC 233 is required and the student must be a Dance major.

Credits: 2

Every Spring

DNC 241M Modern Technique Level 5.1A

This is the first semester of the junior level modern technique class. In this series of courses, students must demonstrate the ability to work with increasingly complex movement and rhythmic patterns; they must make movement phrases incorporating class vocabulary and must peer-teach those phrases. Each year (DNC 241M-

242M/Junior and 243M-244M/Senior) will be represented by one dance technique. Each technique will have an individual emphasis, and each will articulate those elements of performance and style, phrasing, dynamics, and musicality which most clearly define it. An exit exam is administered at the end of the semester, students must demonstrate correct placement (bio-mechanically), ability to pick up patterns, and an understanding of the most commonly used terminology of the technique. Students will be expected to attain competency in the form at the end of the year by demonstrating an understanding of the movement language and aesthetic, by the ability to pick up patterns, transitions, biomechanical placement, and kinesthetic awareness. Both written and visual materials will augment instruction and there will be a writing component in each course. Four and one-half hours. Required of B.F.A. dance majors. Non majors may register with permission of the Chair of the Performing Arts Department. May be taken twice for credit.

The pre-requisite of DNC 144M is required is required and the student must be a Dance major.

Credits: 3

Every Fall

DNC 242M Modern Technique Level 5.2A

A continuation of DNC 241M, with increasing technical and performance challenges. Students will be required to teach a class. In this series of courses, students must demonstrate the ability to work with increasingly complex movement and rhythmic patterns; they must make movement phrases incorporating class vocabulary and must peer-teach those phrases. Each year (DNC 241M-242M/Junior and 243M-244M/Senior) will be represented by one dance technique. Each technique will have an individual emphasis, and each will articulate those elements of performance and style, phrasing, dynamics, and musicality which most clearly define it. An exit exam is administered at the end of the semester, students must demonstrate correct placement (bio-mechanically), ability to pick up patterns, and an understanding of the most commonly used terminology of the technique. Students will be expected to attain competency in the form at the end of the year by demonstrating an understanding of the movement language and aesthetic, by the ability to pick up patterns, transitions, biomechanical placement, and kinesthetic awareness. Both written and visual materials will augment instruction and there will be a writing component in each course. Four and one-half hours. Required of all B.F.A. dance majors. Non majors may register with permission of the Chair of the Performing Arts Department. May be taken twice for credit.

The pre-requisite of DNC 241M is required and the student must be a Dance major.

Credits: 3

Every Spring

DNC 243M Modern Technique Level 6.1A

This is the first semester of the senior-level modern technique class. In this series of courses, students must demonstrate the ability to work with increasingly complex movement and rhythmic patterns; they must make movement phrases incorporating class vocabulary and must peer-teach those phrases. Each year (DNC 241M-242M/Junior and 243M-244M/Senior) will be represented by one dance technique. Each technique will have an individual emphasis, and each will articulate those elements of performance and style, phrasing, dynamics, and musicality which most clearly define it. An exit exam is administered at the end of the semester, students must demonstrate correct placement (bio-mechanically), ability to pick up patterns, and an understanding of the most commonly used terminology of the technique. Students will be expected to attain competency in the form at the end of the year by demonstrating an understanding of the movement language and aesthetic, by the ability to pick up patterns, transitions, biomechanical placement, and kinesthetic awareness. Both written and visual materials will augment instruction and there will be a writing component in each course. Four and one-half hours. Required of all B.F.A. dance majors. Non majors may register with permission of the Chair of the Performing Arts Department. May be taken twice for credit.

The pre-requisite of DNC 242M is required and the student must be a Dance major.

Credits: 3

Every Fall

DNC 244M Modern Technique Level 6.2A

A continuation of DNC 243M. In this series of courses, students must demonstrate the ability to work with increasingly complex movement and rhythmic patterns; they must make movement phrases incorporating class vocabulary and must peer-teach those phrases. Each year (DNC 241M-242M/Junior and 243M-244M/Senior) will be represented by one dance technique. Each technique will have an individual emphasis, and each will articulate those elements of performance and style, phrasing, dynamics, and musicality which most clearly define it. An exit exam is administered at the end of the semester, students must demonstrate correct placement (bio-mechanically), ability to pick up patterns, and an understanding of the most commonly used terminology of the technique. Students will be expected to attain competency in the form at the end of the year by demonstrating an understanding of the movement language and aesthetic, by the ability to pick up patterns, transitions, biomechanical placement, and kinesthetic awareness. Both written and visual materials will augment instruction and there will be a writing component in each course. Four and one-half hours. Required of all B.F.A. dance majors. Non majors may register with permission of the Chair of the Performing Arts Department. May be

taken twice for credit.

The pre-requisite of DNC 243M is required and the student must be a Dance major.

Credits: 3

Every Spring

DNC 245 Modern Technique Repertory Level 5.1B

This is the first semester of the junior level technique/repertory class. This junior and senior year series is a combination of technique and repertory in which guest artists will teach the groundwork for their techniques each semester and will set a work on the students to be performed in the concert. Students professionalism and competency will be adjudicated in the concert by the guest artist and department faculty. In this intense experience, students will be expected to adapt to and perform the technique and style under study, capped by a public performance of the work. Four and one-half hours (plus lab). Required for all B.F.A. dance majors. May be taken twice for credit. *The pre-requisite of DNC 148 is required and the student must be a Dance major.*

Credits: 3

Every Fall

DNC 246 Modern Technique/Repertory Level 5.2B

This is the second semester of the junior level technique/repertory class. This junior and senior year series is a combination of technique and repertory in which guest artists will teach the groundwork for their techniques each semester and will set a work on the students to be performed in the concert. Students professionalism and competency will be adjudicated in the concert by the guest artist and department faculty. In this intense experience, students will be expected to adapt to and perform the technique and style under study, capped by a public performance of the work. Four and one-half hours (plus lab). Required for all B.F.A. dance majors. May be taken twice for credit. *The pre-requisite of DNC 245 is required and the student must be a Dance major.*

Credits: 3

Every Spring

DNC 247 Modern Technique/Repertory Level 6.1B

This is the first semester of the senior level technique/repertory class. This senior year series is a combination of technique and repertory in which guest artists will teach the groundwork for their techniques each semester and will set a work on the students to be performed in concert. In this intense experience, students will be expected to adapt to and perform the technique and style under study, capped by a public performance of the work. Students professionalism and competency will be adjudicated in the concert by the guest artist and department faculty. Four and one-half hours (plus lab). Required for all B.F.A. dance majors. May be taken twice for credit.

The pre-requisite of DNC 246 is required and the student must be a Dance major.

Credits: 3

Every Fall

DNC 248 Modern Technique/Repertory Level 6.2B

This is the second semester of the senior level technique/repertory class. This senior year series is a combination of technique and repertory in which guest artists will teach the groundwork for their techniques each semester and will set a work on the students to be performed in concert. In this intense experience, students will be expected to adapt to and perform the technique and style under study, capped by a public performance of the work. Students professionalism and competency will be adjudicated in the concert by the guest artist and department faculty. Four and one-half hours (plus lab). Required for all B.F.A. dance majors. May be taken twice for credit.

The pre-requisite of DNC 247 is required and the student must be a Dance major.

Credits: 3

Every Spring

DNC 251 Dance Wellness. Level 3.1

This is the first semester of the junior level Dance Wellness. During the upperclassmen years dance wellness takes the form of a specific body training or therapy geared to the dancer. Among the forms employed are Iyengar or Hatha yoga, Alexander, Gyrokinesis®, or Feldenkrais. Students will have an opportunity for individual meetings with the instructor. Two hours. Required of all dance majors. May be taken twice for credit.

The pre-requisite of DNC 154 is required and the student must be a Dance major.

Credits: 1

Every Fall

DNC 252 Dance Wellness Level 3.2

This is the second semester of the junior level Dance Wellness. During the upperclassmen years dance wellness takes the form of a specific body training or therapy geared to the dancer. Among the forms employed are Iyengar or Hatha yoga, Alexander, Gyrokinesis®, or Feldenkrais. Students will have an opportunity for individual meetings with the instructor. Two hours. Required of all dance majors. May be taken twice for credit.

The pre-requisite of DNC 251 is required and the student must be a Dance major.

Credits: 1

Every Spring

DNC 253 Dance Wellness Level 4.1

This is the first semester of the senior level Dance Wellness. During the upperclassmen years dance wellness takes the form of a specific body training or therapy geared to the dancer. Among the forms employed are Iyengar or Hatha yoga, Alexander, Gyrokinesis®, or Feldenkrais. Students will have an opportunity for individual meetings with the instructor. Two hours. Prerequisite: DNC 251, Co-

requisite: DNC 233 or DNC 243M. Required of all dance majors. May be taken twice for credit.

The pre-requisite of DNC 252 is required and the student must be a Dance major.

Credits: 1

Every Fall

DNC 254 Dance Wellness Level 4.2

This is the second semester of the senior level Dance Wellness. During the upperclassmen years dance wellness takes the form of a specific body training or therapy geared to the dancer. Among the forms employed are Iyengar or Hatha yoga, Alexander, Gyrokinesis®, or Feldenkrais. Students will have an opportunity for individual meetings with the instructor. Two hours. Prerequisite: DNC 253, Co-requisite: DNC 234 or DNC 244M.

Required of all dance majors. May be taken twice for credit.

The pre-requisite of DNC 253 is required and the student must be a Dance major.

Credits: 1

Every Spring

DNC 301 Senior Choreography Project

For each of the senior semesters, students tracking in choreography may enroll in Dance 301 and 302. The main objective is for the student to engage in all the elements of the creative process while maintaining an objective approach to the practical needs of staging a dance work. These classes will be devoted to individual student choreography as it pertains to the creation of an original work. The student will make weekly presentations of the work in progress, discuss and implement process, and develop a budget for costuming, props, music. 2-4 credits, hours to be determined by Chair of the department.

The pre-requisite of DNC 221 is required and the student must be a Dance major.

Credits: 2 to 3

On Demand

DNC 302 Senior Choreography Project

For each of the senior semesters, students tracking in choreography may enroll in Dance 301 and 302. The main objective is for the student to engage in all the elements of the creative process while maintaining an objective approach to the practical needs of staging a dance work. These classes will be devoted to individual student choreography as it pertains to the creation of an original work. The student will make weekly presentations of the work in progress, discuss and implement process, and develop a budget for costuming, props, music. 2-4 credits, hours to be determined by Chair of the department.

The pre-requisite of DNC 301 is required and the student must be a Dance major.

Credits: 2 to 3

On Demand

DNC 303 Senior Performance Project

For each of the senior semesters, students tracking in performance may enroll in DNC 303 and 304.

These classes will be devoted to the development of dance technique, presentation, and kinesthetic awareness, a necessary skill for ensemble work. Students will learn to collaborate on the development of their individual movement, costumes, and props with their respective choreographers and further will be required to listen to the choreographer's intent while recording their observations of the choreography. The training includes preparation of the dancer to become a collaborator in the process of development and performance, the creation of intent and/or atmosphere. 2 credits: participation in the development and performance of one student work; 3 credits: participation in the development and performance of two student works; 2 hours class (lecture); 4 + hours rehearsals (2 credits) 6 + hours rehearsals (3 credits).

The pre-requisite of DNC 215B is required and the student must be a Dance major.

Credits: 2 to 3

On Demand

DNC 304 Senior Performance Project

For each of the senior semesters, students tracking in performance may enroll in DNC 303 and 304. These classes will be devoted to the development of dance technique, presentation, and kinesthetic awareness, a necessary skill for ensemble work. Students will learn to collaborate on the development of their individual movement, costumes, and props with their respective choreographers and further will be required to listen to the choreographer's intent while recording their observations of the choreography. The training includes preparation of the dancer to become a collaborator in the process of development and performance, the creation of intent and/or atmosphere. 2-4 credits, hours to be determined by Chair of the department.

The pre-requisite of DNC 303 is required and the student must be a Dance major.

Credits: 2 to 3

On Demand

DNC 305 Practical Preparation for the Dancer

This course prepares dance students to enter the professional dance world equipped to represent themselves with well organized resumes that are specific to the job. This includes a portfolio with headshots, performance photographs, in addition to learning how to create an audition reel. As well as learning the administrative skills necessary to produce one's own concert. Must be a junior or senior dance major. Three hours.

The pre-requisite of DNC 122 is required and the student must be a Dance major.

Credits: 2

Alternate Spring

DNC 308 Partnering

The skills required for partnering, including certain laws of physics, form the underlying objectives of this course. Students will learn to lift each other,

transfer and support weight, develop a sense of trust and a sense of responsibility when working with one or more partners. Must be a dance major. Three hours. May be taken four times for credit.

Credits: 3

On Occasion

DNC 309 Men's Ballet

This course will address the special techniques and responsibilities of the male dancer. There are specific technical ballet skills that are traditionally used by men only but women who may be interested in performing en travesti may enroll in this course. Three hours. Non majors may register with permission of the Chair of the Performing Arts Department. May be taken eight times for credit.

Credits: 2

On Demand

DNC 1031 Modern Technique Level 1.1 (B.S. first level)

The study of modern dance techniques meant to develop technical strength, musicality and clarity along with the knowledge of the movement theories that gave rise to these techniques. The techniques offered are those developed during the modern and postmodern periods during the twentieth and twenty first century. Techniques will vary from year to year. An exit exam is administered at the end of the semester, students must demonstrate correct placement (bio-mechanically), ability to pick up patterns, and an understanding of the most commonly used terminology of the technique.

There will be regular attendance at concerts. Both written and visual materials will augment instruction and there will be a writing component in this course. Four and one-half hours. Non majors may register with permission of the Chair of the Performing Arts Department. May be taken twice for credit.

The student must be a Dance major in order to register for the course.

Credits: 3

Every Fall and Spring

DNC 1041 Modern Technique Level 1.2

A continuation of DNC 103.1 that provides increased challenges in modern techniques, with greater emphasis on phrasing and musical acuity. Students will begin to understand contemporary dance theories through critical analyses of live concerts and videos. An exit exam is administered at the end of the semester, students must demonstrate correct placement (bio-mechanically), ability to pick up patterns, and an understanding of the most commonly used terminology of the technique. There will be regular attendance at concerts. Both written and visual materials will augment instruction and there will be a writing component in this course. Four and one-half hours. Non majors may register with permission of the Chair of the Performing Arts Department. May be taken twice for credit.

The pre-requisite of DNC 103.1 is required and the student must be a Dance major.

Credits: 3

Every Spring

DNC 1051 Modern Technique Level 2.1

DNC 1051 is a study of dance technique and theory on an intermediate level, supported by a comprehensive study of mid- to late-twentieth century and twenty first century developments in dance. Students are required to expand their technical strength and vocabulary, and to recognize the various dance styles and forms in the field of contemporary dance. An exit exam is administered at the end of the semester, students must demonstrate correct placement (bio-mechanically), ability to pick up patterns, and an understanding of the most commonly used terminology of the technique. There will be regular attendance at concerts. Both written and visual materials will augment instruction and there will be a writing component in this course. May be taken a second semester for credit. Four and one-half hours. Non majors may register with permission of the Chair of the Performing Arts Department. May be taken twice for credit.

The pre-requisite of DNC 1041 is required and the student must be a Dance major.

Credits: 3

Every Fall

DNC 1061 Modern Technique Level 2.2

DNC 1061 is a continuation of DNC 1051, adding the elements of performance values and styles. The across-the-floor and center combinations are culled from the instructor's choreographic repertory, employing the techniques in practical applications. Student will demonstrate ability to respond to universal modern dance language (e.g., contraction/release; fall/recovery; axial and spiral; parallel and turnout). An exit exam is administered at the end of the semester, students must demonstrate correct placement (bio-mechanically), ability to pick up patterns, and an understanding of the most commonly used terminology of the technique. There will be regular attendance at concerts. Both written and visual materials will augment instruction and there will be a writing component in this course. Four and one-half hours. Non majors may register with permission of the Chair of the Performing Arts Department. May be taken twice for credit.

The pre-requisite of DNC 1051 is required and the student must be a Dance major.

Credits: 3

Every Spring

DNC 1081 Beginning Ballet Level 2.1 (B.S. first level)

This course presents the basic tenets and principles of ballet technique. Students will develop an understanding of basic ballet terminology and exhibit knowledge of correct placement (bio-mechanically). Classes will include barre and center

work, including port de bras, adagio, turns, petit allegro, and grand allegro. An exit exam is administered at the end of the semester, students must demonstrate correct placement (bio-mechanically), ability to pick up patterns, and an understanding of the most commonly used terminology concentrating on the barre work. Both written and visual materials will augment instruction and there will be a writing component in each course. Four and one half hours of course hours, three additional hours of lab. This course has an additional fee. Non majors may register with permission of the Chair of the Performing Arts Department. May be taken twice for credit.

A prerequisite of DNC 1071 and DNC 1072 or an audition are required. Available to Dance majors.

Credits: 3

Every Fall and Spring

DNC 1082 Beginning Ballet Level 2.2

Students will demonstrate an understanding of basic ballet terminology and exhibit knowledge of correct placement (bio-mechanically). DNC 1082 is a continuation of DNC 1081 with increased vocabulary studies and an introduction to theatrical staging. An exit exam is administered at the end of the semester students must demonstrate correct placement (bio-mechanically), ability to pick up patterns, and an understanding of the most commonly used terminology concentrating on the center work. Both written and visual materials will augment instruction and there will be a writing component in each course. Four and one half course hours, three additional hours of lab. Non majors may register with permission of the Chair of the Performing Arts Department. May be taken twice for credit.

The pre-requisite of DNC 1081 is required and the student must be a Dance major.

Credits: 3

Every Spring

DNC 1091 Beginning Jazz 1 - Hip Hop 1

Various jazz techniques, which may include hip-hop, and Broadway dance among others, are studied. Training in body isolations is preparation for the syncopated rhythms of hip hop movements and music. History of hip hop dancing is part of the curriculum. Live performance attendance required. Three hours. May be taken twice for credit.

Credits: 3

Every Fall and Spring

DNC 1101 Beginning Jazz 2 - Hip Hop 2

A continuation of DNC 1091 with more complex combinations taught. Live performance attendance required.

May be taken twice for credit

Pre-requisite of DNC 1091 is required.

Credits: 3

Every Spring

DNC 1111 Hatha Yoga 1

Hatha Yoga is a physical practice of asanas (yoga postures). It is a balance and integration of

opposites: positive/negative; active/passive; left/right. The challenging process balancing the body through the combination of movement and breath achieves balance of the mind and spirit. Thus, the primary focus of Hatha Yoga is to unite body, mind and spirit. Reading and written assignments are geared to a full understanding of this discipline. Three hours. May be taken twice for credit.

Credits: 2

Cross-Listings: DNC 1111, SSC 228

Every Fall and Spring

DNC 1112 Hatha Yoga 2

A continuation of Dance 1111 with the addition of more challenging asanas. Students will keep a journal of their progress and their observations. Prerequisite: DNC 1111. May be taken twice for credit.

Pre-requisite of DNC 1111 is required.

Credits: 2

Cross-Listings: DNC 1112, SSC 229

Every Fall and Spring

DNC 1121 Tap Dancing 1

Tap dancing is an American form of dance that includes soft shoe, clogging and hoofing. This course is open to all levels of tappers, including beginners, as they learn and explore the basic rhythms and structures of tap dancing. This course includes technique warm up which consists of a series of exercises which will be eventually set and built on throughout the semester. These are designed to prepare the body for tap dancing and improve technique. Center combination work which will focus on a rhythmic structure and articulation of sounds designed to improve musicality and rhythmic recognition. Various combination steps used for musical theater (shim sham, time steps, etc), across floor moving in space applying various rhythms and steps will also be employed. Improvisation where you will explore and create your own rhythms in tap and combination/dances: various styles (soft-shoe, Broadway style, rhythm style) which we will work on for several weeks at a time. Both written and visual materials will augment instruction and there will be a writing component in each course.

Videos, reading, and attendance at a live performance are required. Three hours. May be taken twice for credit.

Credits: 2

Every Fall and Spring

DNC 1122 Tap Dancing 2

This course is a continuation of DNC 1121 with increasingly complex rhythms and structures. Three hours.

May be taken twice for credit.

The pre-requisite of DNC 1121 is required.

Credits: 2

Every Fall and Spring

DNC 2181 World Dance: African Diaspora

An introduction to the indigenous dance forms and

traditions of the African Diaspora. A study of West African culture through the investigation of the dance and music of the Mandinko ethnic groups found in Guinea, Mali, Ivory Coast and Senegal.

This course will provide students with a fundamental understanding of the form and function of dance and music in society. Both written and visual materials will augment instruction and there will be a writing component in the course. Three hours. May be taken twice for credit.

Credits: 3

Every Fall and Spring

DNC 2182 World Dance: African Diaspora 2

A continuation of DNC 2181 with more complex movements and rhythmic structures. Students study the rituals from which the dances and drumming emerge. There will be assigned readings, videos and occasional guest lecturers. Both written and visual materials will augment instruction and there will be a writing component in this course. Three hours. May be taken twice for credit.

The pre-requisite of DNC 2181 is required.

Credits: 3

Every Semester

Music Courses

MUS 11 Elementary Piano I

Piano instruction in small classes, primarily for non-Music majors, designed to develop facility in sight-reading, improvisation and technique. MUS 11 is for the beginning Music student. Students are expected to have access to a piano for practice purposes. Only a limited number of on-campus practice accommodations can be provided.

Credits: 2

Every Fall and Spring

MUS 13 Voice Class I

A study of the basic principles of breathing, phrasing and voice placement using appropriate music from solo literature. Open to Music majors and to non-Music majors with little or no vocal experience.

Credits: 2

Every Fall

MUS 15I Individual Music Instruction for Non-Music Majors

Course in voice, instrument, piano, secondary piano, theory, ear training, and keyboard harmony. One credit per course per semester, except voice - one or two credits per semester. May be taken in subsequent semesters for credit. Weekly lessons taught by a regular member of the faculty or a professional teacher approved by the Department. In instances involving an instructor who is not a regular faculty member, the special fee per credit may be higher than the standard. Interested students should consult with a departmental adviser before registering. The Music Program Coordinator must approve all assignments to individual private

instructors every semester. This course has an additional fee.

Credits: 1

Every Semester

MUS 15P Individual Music Instruction for Non-Music Majors - Piano

Course in voice, instrument, piano, secondary piano, theory, ear training, and keyboard harmony. One credit per course per semester, except voice - one or two credits per semester. May be taken in subsequent semesters for credit.

Weekly lessons taught by a regular member of the faculty or a professional teacher approved by the Department. In instances involving an instructor who is not a regular faculty member, the special fee per credit may be higher than the standard.

Interested students should consult with a departmental adviser before registering. The Music Program Coordinator must approve all assignments to individual private instructors every semester.

This course has an additional fee.

Credits: 1

Every Semester

MUS 15T Individual Music Instruction for Non-Music Majors - Theory

Course in voice, instrument, piano, secondary piano, theory, ear training, and keyboard harmony. One credit per course per semester, except voice - one or two credits per semester. May be taken in subsequent semesters for credit. Prerequisite:

Permission of the Department. Weekly lessons taught by a regular member of the faculty or a professional teacher approved by the Department.

In instances involving an instructor who is not a regular faculty member, the special fee per credit may be higher than the standard. Interested students should consult with a departmental adviser before registering. The Music Program Coordinator must approve all assignments to individual private instructors every semester. This course has an additional fee.

Credits: 1

Every Semester

MUS 15V Individual Music Instruction for Non-Music Majors - Voice

Course in voice, instrument, piano, secondary piano, theory, ear training, and keyboard harmony. One credit per course per semester, except voice - one or two credits per semester. May be taken in subsequent semesters for credit. Weekly lessons

taught by a regular member of the faculty or a professional teacher approved by the Department. In instances involving an instructor who is not a regular faculty member, the special fee per credit may be higher than the standard. Interested students should consult with a departmental adviser before registering. The Music Program Coordinator must approve all assignments to individual private instructors every semester. This course has an additional fee.

Credits: 1 to 2

Every Semester

MUS 16I Secondary Individual Music Instruction for Music Majors - Instrument

Course in voice, instrument, piano, secondary piano, theory, ear training, and keyboard harmony.

One credit per course per semester, except voice - one or two credits per semester. May be taken in subsequent semesters for credit. Prerequisite: Permission of the Department. Offered every semester. Weekly lessons taught by a regular member of the faculty or a professional teacher approved by the Department. In instances involving an instructor who is not a regular faculty member, the special fee per credit may be higher than the standard. Interested students should consult with a departmental adviser before registering. The Music Program Coordinator must approve all assignments to individual private instructors every semester. This course has an additional fee.

Credits: 1

Every Semester

MUS 16P Secondary Individual Music Instruction for Music Majors - Piano

Course in voice, instrument, piano, secondary piano, theory, ear training, and keyboard harmony.

One credit per course per semester, except voice - one or two credits per semester. May be taken in subsequent semesters for credit. Weekly lessons taught by a regular member of the faculty or a professional teacher approved by the Department. In instances involving an instructor who is not a regular faculty member, the special fee per credit may be higher than the standard. Interested students should consult with a departmental adviser before registering. The Music Program Coordinator must approve all assignments to individual private instructors every semester. This course has an additional fee.

Credits: 1

Every Semester

MUS 16T Secondary Individual Music Instruction for Music Majors - Theory

Course in voice, instrument, piano, secondary piano, theory, ear training, and keyboard harmony.

One credit per course per semester, except voice - one or two credits per semester. May be taken in subsequent semesters for credit. Weekly lessons taught by a regular member of the faculty or a professional teacher approved by the Department. In instances involving an instructor who is not a regular faculty member, the special fee per credit may be higher than the standard. Interested students should consult with a departmental adviser before registering. The Music Program Coordinator must approve all assignments to individual private instructors every semester. This course has an additional fee.

Credits: 1

Every Semester

MUS 16V Secondary Individual Music**Instruction for Music Majors - Voice**

Course in voice, instrument, piano, secondary piano, theory, ear training, and keyboard harmony. One credit per course per semester, except voice - one or two credits per semester. May be taken in subsequent semesters for credit. Weekly lessons taught by a regular member of the faculty or a professional teacher approved by the Department. In instances involving an instructor who is not a regular faculty member, the special fee per credit may be higher than the standard. Interested students should consult with a departmental adviser before registering. The Music Program Coordinator must approve all assignments to individual private instructors every semester. This course has an additional fee.

Credits: 1 to 2

Every Semester

MUS 61 Music and Culture

An introduction to musical styles that places music in its cultural context: history, painting, literature and ideas. To enhance the capacity to understand and enjoy music of every kind, the course begins with the elements of music that a composer combines in distinctive and characteristic ways to form a musical composition. Satisfies the core requirement for Richard L. Conolly students in Area IV of the Division of the Humanities.

Credits: 3

Every Semester

MUS 106 The Jazz Experience

A review of jazz music beginning with its African roots and New Orleans jazz, tracing its evolution through to modern jazz and its influence on contemporary composers. Discussions of the current jazz scene and the future of this art form are conducted.

Credits: 3

Every Semester

MUS 107 Music History I

A study of the history of Western music from the sacred and secular music of the Middle Ages to the radical innovations of the twentieth century. An advanced sequence of courses required of all Music majors and open to student majors in other departments subject to approval by the Music Program Coordinator. The first semester concludes with the study Bach and Mozart.

Credits: 3

Every Fall

MUS 108 Music History II

A study of the history of Western music from the sacred and secular music of the Middle Ages to the radical innovations of the twentieth century. An advanced sequence of courses required of all Music majors and open to student majors in other departments subject to approval by the Music Program Coordinator. The second semester concludes with the study of Hindemith, twelve-tone

methods, Bartok, and contemporary music.

Credits: 3

Every Spring

MUS 109 Music Education: Methods and Materials I

A course to develop the student's ability to organize, analyze, perform music and teach music through the utilization of appropriate materials and methods as related to children in grades K-8.

Pre-requisite: MUSIC 152

Credits: 3

Every Fall

MUS 110 Music Education: Methods and Materials II

A course to develop the student's ability to organize, analyze, perform music, and teach music through the utilization of appropriate materials and methods as related to children in grades 9-12.

Pre-requisite: MUSIC 152

Credits: 3

Every Spring

MUS 113 Voice Class II

An analysis of basic principles and techniques in developing the voice.

Open to both Non-Music majors and Music majors.

Credits: 2

Every Spring

MUS 114 African Music

A historical and thematic introduction to African and African American music. Students will see and hear African and African American music in the pre-colonial, colonial, and contemporary contexts, as well as gain an appreciation of African music, its relationship to the world, and cultural history.

Credits: 3

On Occasion

MUS 115I Advanced Individual Music**Instruction for Non-Music Majors - Instrument**

Offered every semester. Courses offered in voice, piano or other instruments and in theory. One credit per course per semester, except voice, which may be taken for one or two credits per semester. May be taken in subsequent semesters for credit. Weekly lessons taught by a regular member of the faculty or a professional teacher approved by the Department. In instances involving an instructor who is not a regular faculty member, the special fee per credit may be higher than the standard. Interested students should consult with a departmental adviser before registering. The Music Program Coordinator must approve all assignments to individual private instructors every semester. This course has an additional fee.

Credits: 1

Every Semester

MUS 115P Advanced Individual Music**Instruction for Non-Music Majors - Piano**

Courses offered in voice, piano or other instruments and in theory. One credit per course

per semester, except voice, which may be taken for one or two credits per semester. May be taken in subsequent semesters for credit. Weekly lessons taught by a regular member of the faculty or a professional teacher approved by the Department. In instances involving an instructor who is not a regular faculty member, the special fee per credit may be higher than the standard. Interested students should consult with a departmental adviser before registering. The Music Program Coordinator must approve all assignments to individual private instructors every semester. This course has an additional fee.

Credits: 1

Every Semester

MUS 115T Advanced Individual Music**Instruction for Non-Music Majors - Theory**

Courses offered in voice, piano or other instruments and in theory. One credit per course per semester, except voice, which may be taken for one or two credits per semester. May be taken in subsequent semesters for credit. Weekly lessons taught by a regular member of the faculty or a professional teacher approved by the Department. In instances involving an instructor who is not a regular faculty member, the special fee per credit may be higher than the standard. Interested students should consult with a departmental adviser before registering. The Music Program Coordinator must approve all assignments to individual private instructors every semester. This course has an additional fee.

Credits: 1

Every Semester

MUS 115V Advanced Individual Music**Instruction for Non-Music Majors - Voice**

Courses offered in voice, piano or other instruments and in theory. One credit per course per semester, except voice, which may be taken for one or two credits per semester. May be taken in subsequent semesters for credit. Weekly lessons taught by a regular member of the faculty or a professional teacher approved by the Department. In instances involving an instructor who is not a regular faculty member, the special fee per credit may be higher than the standard. Interested students should consult with a departmental adviser before registering. The Music Program Coordinator must approve all assignments to individual private instructors every semester. This course has an additional fee.

Credits: 1 to 2

Every Semester

MUS 116I Advanced Individual Music**Instruction for Music Majors in Primary Performing Medium - Instrument**

Courses offered in voice, piano or other instruments and in theory. One credit per course per semester, except voice, which may be taken for one or two credits per semester. May be taken in subsequent semesters for credit. Weekly lessons

taught by a regular member of the faculty or a professional teacher approved by the Department. In instances involving an instructor who is not a regular faculty member, the special fee per credit may be higher than the standard. Interested students should consult with a departmental adviser before registering. The Music Program Coordinator must approve all assignments to individual private instructors every semester. This course has an additional fee.

Credits: 1

Every Semester

MUS 116P Advanced Individual Music Instruction for Music Majors in Primary Performing Medium - Piano

Courses offered in voice, piano or other instruments and in theory. One credit per course per semester, except voice, which may be taken one or two credits per semester. May be taken in subsequent semesters for credit. Weekly lessons taught by a regular member of the faculty or a professional teacher approved by the Department. In instances involving an instructor who is not a regular faculty member, the special fee per credit may be higher than the standard. Interested students should consult with a departmental adviser before registering. The Music Program Coordinator must approve all assignments to individual private instructors every semester. This course has an additional fee.

Credits: 1

Every Semester

MUS 116V Advanced Individual Music Instruction for Music Majors in Primary Performing Medium - Voice

Courses offered in voice, piano or other instruments and in theory. One credit per course per semester, except voice, which may be taken for one or two credits per semester. May be taken in subsequent semesters for credit. Weekly lessons taught by a regular member of the faculty or a professional teacher approved by the Department. In instances involving an instructor who is not a regular faculty member, the special fee per credit may be higher than the standard. Interested students should consult with a departmental adviser before registering. The Music Program Coordinator must approve all assignments to individual private instructors every semester. This course has an additional fee.

Credits: 1 to 2

Every Semester

MUS 122 Jazz Workshop

A workshop for instrumentalists/vocalists in jazz-oriented music. Emphasis is on group playing, style and improvisation. Two credits. May be taken for credit in subsequent semesters but limited to four distribution credits for non-music majors.

Credits: 2

Every Fall and Spring

MUS 123J Chamber Ensemble

A performance class for small chamber-ensembles - jazz, vocal and instrumental, popular and classical. Flexible grouping is arranged according to needs and capacities of students. Assignment to instructors must be approved by the Program Coordinator. May be taken in subsequent semesters for credit.

Credits: 2

Every Fall and Spring

MUS 125 University Chorus

A mixed ensemble that focuses on a varied repertoire ranging from classical to contemporary choral works. Open to students, faculty and staff, and the local community. May be taken in subsequent semesters for credit.

Credits: 2

Every Fall and Spring

MUS 127 Conducting

A course designed to cover various aspects of choral and instrumental conducting.

Pre-requisite of MUS 152 is required or permission of instructor.

Credits: 3

Every Fall

MUS 131 Harmony and Counterpoint I

A study of diatonic harmony, form, analysis, the basic concepts of counterpoint, and practical composition using models from the literature.

Pre-requisite of MUS 152 is required or permission of instructor.

Credits: 3

Every Fall

MUS 132 Harmony and Counterpoint II

A study of diatonic harmony, form, analysis, the basic concepts of counterpoint, and practical composition using models from the literature.

Pre-requisite of MUS 131 is required or permission of instructor.

Credits: 3

Every Spring

MUS 133 Harmony and Counterpoint III

A continuation of Music 132 that embraces chromatic harmony, eighteenth century counterpoint, and practical composition in the smaller homophonic and polyphonic forms.

Pre-requisite of MUS 132 is required or permission of instructor.

Credits: 3

Every Fall

MUS 134 Harmony and Counterpoint IV

A continuation of Music 133 that embraces chromatic harmony, eighteenth century counterpoint, and practical composition in the smaller homophonic and polyphonic forms.

Pre-requisite of MUS 133 is required or permission of instructor.

Credits: 3

Every Spring

MUS 135 Foundations of Arranging

A basic laboratory course designed to develop skill in the techniques of writing for small instrumental groups in jazz, rock and pop idioms. Analysis of recordings and scores conducted. Student work played in class.

Pre-requisite of MUS 152 is required or permission of instructor.

Credits: 2

Every Fall

MUS 152 Music Fundamentals

Offered every semester. A study of beginning sight singing, ear training, intervals and rhythms.

Credits: 3

Every Fall and Spring

MUS 153 Ear Training I

Class and laboratory work in sight singing and dictation of rhythms, melodies, intervals and chords. Course materials are scheduled so as to coordinate with the Music Theory sequence of courses.

Pre-requisite of MUS 152 is required or permission of instructor.

Credits: 3

Every Fall

MUS 154 Ear Training II

Class and laboratory work in sight singing and dictation of rhythms, melodies, intervals and chords. Course materials are scheduled so as to coordinate with the Music Theory sequence of courses.

The pre-requisite of MUS 153 is required or permission of Instructor

Credits: 3

Every Spring

MUS 161 Jazz Theory / Improvisation I

A study of the harmonic vocabulary of jazz, as a point of departure, to establish a basis for the development of improvisational skills through class performance - solo and ensemble. Theoretical concepts are stressed in an atmosphere of contemporary jazz styles.

Pre-requisite of MUS 152 is required or permission of instructor.

Credits: 3

Every Fall

MUS 162 Jazz Theory / Improvisation II

A study of the harmonic vocabulary of jazz, as a point of departure, to establish a basis for the development of improvisational skills through class performance - solo and ensemble. Theoretical concepts are stressed in an atmosphere of contemporary jazz styles.

The pre-requisite of MUS 161 is required or permission of the Instructor.

Credits: 3

Every Spring

MUS 163 Jazz Theory / Improvisation III

A study of theoretical techniques used in jazz for improvisation, including chords, rhythms, tonal, bitonal, polytonal, atonal and modal concepts.

Pre-requisite of MUS 162 is required or permission of instructor.

Credits: 3

Every Fall

MUS 164 Jazz Theory / Improvisation IV

A study of theoretical techniques used in jazz for improvisation, including chords, rhythms, tonal, bitonal, polytonal, atonal and modal concepts.

Pre-requisite of MUS 163 is required or permission of instructor.

Credits: 3

Every Spring

MUS 165 Jazz Ear Training I

A study of sight singing, dictation and style analysis organized around the jazz idiom. Class activity has as its primary goal the practical application of the trained ear to jazz performance.

Pre-requisite of MUS 152 and 153 is required or permission of instructor.

Credits: 3

Every Fall

MUS 166 Jazz Ear Training II

A study of sight singing, dictation and style analysis organized around the jazz idiom. Class activity has as its primary goal the practical application of the trained ear to jazz performance.

Pre-requisite of MUS 165 is required or permission of instructor.

Credits: 3

Every Spring

MUS 168 Advanced Arranging

The development of a student's personal style in arranging and composing via projects in melody writing, harmonic progressions, rhythmic exercises, and exploration of standard and new forms.

Analysis of twentieth century contemporary music is conducted.

May be taken in a subsequent semester for credit.

Pre-requisite of MUS 135 is required or permission of instructor.

Credits: 2

Every Spring

MUS 170 Jazz Clinics

Lecture/demonstration by prominent guest jazz artists on various aspects of jazz style and performance. The critiquing by the guest artists of student performances is an integral part of each session. May be taken for credit in subsequent semesters, but limited to four distribution credits for non-music majors. Pass/Fail only.

Credits: 1

Every Fall and Spring

MUS 171 Jazz Composition I

An examination of the basic tools and skills of jazz composition for the beginning composition student

through analysis of selected pieces from jazz and classical repertoire. Jazz Composition II places emphasis on composition that reflects contemporary jazz and classical writing techniques, as well as techniques for the new technology, such as synthesizers, drum machines and other electronic instruments.

Pre-requisite of MUS 162 is required or permission of instructor.

Credits: 2

Every Fall

MUS 172 Jazz Composition II

An examination of the basic tools and skills of jazz composition for the beginning composition student through analysis of selected pieces from jazz and classical repertoire. Jazz Composition II places emphasis on composition that reflects contemporary jazz and classical writing techniques, as well as techniques for the new technology, such as synthesizers, drum machines and other electronic instruments.

Pre-requisite of MUS 171 is required or permission of instructor.

Credits: 2

Every Spring

MUS 175 Digital Audio I

An introduction to the technology and aesthetics of digital composition, sound design, multi-track recording and production using digital software including Pro Tools and Reason on state-of-the-art hardware. Workshops include computer-based multi-track MIDI sequencing and audio hard disk recording, editing and processing, automated software mixing, locking sequenced MIDI and audio tracks to video and film, electronic music concepts and samplers. Weekly individual access to studios is provided.

Pre-requisite of MA 101 is required or permission of the instructor.

Credits: 3

Cross-Listings: MA 107, MUS 175

Every Fall and Spring

MUS 176 Digital Audio II

An intermediate-level continuation of MA 107 in a workshop environment. Weekly individual access to studio facilities is provided.

Pre-requisite of MA 107/MUS 175 is required or permission of the instructor.

Credits: 3

Cross-Listings: MA 110, MUS 176

Rotating Basis

MUS 177 Digital Audio III

An advanced, project-oriented continuation of MA 110, that integrates the concepts and techniques involved in digital sound with an examination of music manipulation and creation. Mastery of previously studied material is stressed. Emerging formats and technology are discussed.

Unconventional, interesting and experimental software is examined and used.

The pre-requisite of MA 110/MUS 176 is

required or permission of the Instructor.

Credits: 3

Cross-Listings: MA 1141, MUS 177

On Occasion

MUS 180 The Music Business

A look at the jazz performer in today's business world: record production, music publishing, the concert, club and gig scene, copyrights, contracts, and career promotion.

Credits: 3

Cross-Listings: MA 257, MUS 180

Every Fall and Spring

MUS 181 Asian Music Seminar

An Asian music seminar is needed for students, in all majors, to further their vision of world cultures. The proposed seminar examines, discusses, and analyzes the varieties of music of the peoples throughout the East and South Asian sub-continent, laying the foundation for understanding Asia's role in the ancient, medieval, and enlightened worlds. The seminar will reflect music types, uses, and functions, which are very old, still performed, and even found in aspects of Western culture. The seminar also addresses aesthetics, religion, symbolism, and science, while discussing musical structures of melody, rhythm, texture, and form. Asian music systems have been well thought-out and practiced for thousands of years, so historical roots and metaphysical concepts of music are probed. Students will also understand how music in some Asian nations changed from Westernization and social ideologies such as communism. Part of the course will be drawn from the professor's research in Korea and Southeast Asia.

Credits: 3

On Occasion

MUS 185 Music Internship

Music majors may work as interns in various city-based musical organizations (e.g., music publishing, music management, recording). For third- and fourth-year Music majors only.

Credits: 2

Every Fall and Spring

MUS 195 Honors Study

Honors Study is designed to give outstanding students an opportunity to do independent work in their major under the guidance of a member of the faculty. There are no regular class meetings. To be eligible, students must have upper-junior or senior status, a cumulative quality-point ratio of 3.00 and a 3.25 ratio in their major subject, and the Credits: A total of six credits of Honors Study is the maximum allowed.

Credits: 3

Every Fall and Spring

MUS 196 Honors Study

Honors Study is designed to give outstanding students an opportunity to do independent work in their major under the guidance of a member of the

faculty. There are no regular class meetings. To be eligible, students must have upper-junior or senior status, a cumulative quality-point ratio of 3.00 and a 3.25 ratio in their major subject.

Credits: A total of six credits of Honors Study is the maximum allowed.

Credits: 3

Every Fall and Spring

MUS 201 Introduction to Music Notation

Software

In this hands-on primer, students will become proficient in the use of Finale, the industry standard in music notation software. Through a number of project-based activities, as well as lectures and lab work, students will learn to create professional looking lead sheets, orchestral scores, and vocal and instrumental arrangements. This course will also help students in the completion of theory, arranging, and composition assignments for other required music courses.

Pre-requisite of MUS 152 is required or permission of instructor.

Credits: 3

Cross-Listings: MA 201, MUS 201

Every Semester

Theater Courses

THE 61 The Theatrical Vision

This core course gives students an overall experience and understanding of the art and craft of Theatre and how it works. Students learn about the history of theatre, the visual and kinaesthetic elements of production and performance, the audience as spectators, how to read and analyze plays and the use of space in creating the theatre experience for both performer and audience.

Credits: 3

Every Semester

THE 101 Demystifying Writing about Theatre

This course is designed to make writing for theatre an accessible process for students and to help them enjoy the process. Course content will arouse responses to theatrical texts and live performances, help students to recognize those responses and learn how to document them through informed opinion and perception. Students are guided through basic principles and processes that apply to almost any writing challenge, but specifically in the theatrical realm. Students will learn how to write colorful, entertaining performance reviews and will make use of credible sources to support their ideas in a research paper. Writing, like theatre going, is an active, thoughtful and fascinating process.

Credits: 3

On Occasion

THE 130 Production Lab

Students are presented with the opportunity to acquire a wide range of practical experience in the actual production of a play performance. Students are assigned to work in the following areas of

production: performance, consisting of acting, technical and stage craft, such as set construction and painting, costumes, props, lighting; managerial, including box office, house and stage management, advertising. Students, instructed by theatre professionals, are involved in each step of production, from initial planning through rehearsal to performance before an audience. May be taken up to four times for credit in subsequent semesters.

Credits: 3

Every Fall and Spring

THE 181 Introduction to Performance Studies

An introduction to the study of the performing arts in Africa, Asia, Europe, and the Americas. Readings introduce the field of performance studies, its ethnographers and its theatre historians, performance critics, and theorists. Their working ideas are demonstrated through film and field trips to the theatre and surrounding performance libraries so that students can conduct primary research on their own. Together, teacher/moderator and student/artist construct a history of world arts and cultures.

The pre-requisite of SPE 3 or HSP 21 or HSP 22 is required.

Credits: 3

Cross-Listings: SPE 181, THE 181

On Occasion

THE 195 Honors Study

Honors Study is designed to give outstanding students an opportunity to do independent work under the guidance of a member of the faculty. There are no regular class meetings. To be eligible, students must have upper-junior or senior status, a cumulative quality-point ratio of 3.00, a 3.25 ratio in their major subject and the permission of the Chair of the Performing Arts Department and the Dean. A total of six credits of Honors Study is the maximum allowed. Three credits per semester.

Credits: 3

On Demand

THE 196 Honors Study

Honors Study is designed to give outstanding students an opportunity to do independent work under the guidance of a member of the faculty. There are no regular class meetings. To be eligible, students must have upper-junior or senior status, a cumulative quality-point ratio of 3.00, a 3.25 ratio in their major subject and the permission of the Chair of the Performing Arts Department and the Dean. A total of six credits of Honors Study is the maximum allowed. Three credits per semester.

Credits: 3

On Demand

THE 197 Independent Study

This course is designed to give students in their junior or senior year an opportunity to do independent work under the guidance of a member of the Theatre faculty. There are no regular class meetings. Students may undertake either a production or a research paper. Prerequisites:

Permission of student adviser, the Department Chair and the Dean.

Credits: 3

On Demand

THE 198 Independent Study

This course is designed to give students in their junior or senior year an opportunity to do independent work under the guidance of a member of the Theatre faculty. There are no regular class meetings. Student may undertake either a production or a research paper. Pre-requisites: Permission of student advisor, the Department Chair and the Dean.

Credits: 3

On Demand

THE 199 Theatre Arts Internship

During their senior year, theatre students are strongly urged to undertake one or more internships with a theatrical organization. Consultation with and approval of the Department is required. May be taken in subsequent semesters for credit.

Credits: 3

On Demand

THE 1221 Introduction to Playwriting

The writing and structuring of monologues, scenes, one-act plays and, possibly, full-length plays. Emphasis is on particular limitations, possibilities and specific techniques of writing for the stage. Students may be given the opportunity to see their writing produced in workshops.

Credits: 3

Cross-Listings: MA 1481, THE 1221

On Occasion

THE 1251 Acting I

An introductory study of acting, including acting exercises, analysis and interpretation of roles, and improvisations. The body and the voice are trained to prepare for the creation and development of characterization. Each student prepares and performs various acting exercises and a minimum of one dramatic monologue. In addition, each student rehearses and performs in a scene consisting of two or more characters.

Credits: 3

Cross-Listings: MA 1591, THE 1251

Every Fall and Spring

THE 1252 Acting II

A continuation of THE 125.1 that emphasizes scene analysis and the creation of stage characterization. Students perform in a variety of scenes and other acting assignments.

Pre-requisite of THE 1251/MA 1591 is required.

Credits: 3

Cross-Listings: MA 1592, THE 1252

Every Fall and Spring

THE 1253 Acting III Rehearsal and Performance: Modern Scene Study

An investigation of rehearsal procedure, including

character and script analysis, and a final emphasis on techniques of scene performance. Students are required to see two plays and write a critique of each. Prerequisites: THE 125.1, 125.2.

Pre-requisites of THE 1251 and THE 1252 are required.

Credits: 3

Cross-Listings: MA 1593, THE 1253

Every Fall

THE 1261 Movement and Voice for Actors I

A course designed to give students an understanding of their bodies and voices and how to develop them for the stage and screen. Exercises are used to help students strengthen posture, alignment, breathing and vocal power for projection in the theatre - an exploration in the organic connection of body, mind and spirit. The process prepares the student for the integration of the physical, emotional and spiritual aspects of the human condition that are essential to the actor's understanding and portrayal of any character in the theatre.

The pre-requisite of SPE 3 or HSP 21 or HSP 22 is required.

Credits: 3

Cross-Listings: SPE 1781, THE 1261

Every Fall

THE 1262 Movement and Voice for Actors II

A continuation of Speech 178 in which students engage in more intensive work to improve their movement and voice techniques. (Same as THE 126.2.)

The pre-requisite of SPE 3 or HSP 21 or HSP 22 is required.

Credits: 3

Cross-Listings: SPE 1782, THE 1262

Every Spring

THE 1391 On-Camera Performance I

An introduction to the practice and principles of on-camera performance for broadcast and film media. Using closed-circuit television interactively, students work on exercises in acting, news reading, interviewing and standup reporting. Professional guest speakers share experiences.

Credits: 3

Cross-Listings: MA 1581, THE 1391

Rotating Basis

THE 1392 On-Camera Performance II

An intermediate workshop designed to expand upon the skills and knowledge gained in On-Camera Performance I. Emphasis is on cold reading, character creation, teleprompter reading and scene analysis.

The pre-requisite of MA 1581 / THE 1391 is required or permission of the Department.

Credits: 3

Cross-Listings: MA 1582, THE 1392

Rotating Basis

THE 1393 On-Camera Performance III

An advanced workshop designed to enable a small

group to work collaboratively on mastery of techniques learned in MA 1582. Emphasis is on audition technique and creating monologues.

The pre-requisite of MA 1582 / THE 1392 is required or permission of the Department.

Credits: 3

Cross-Listings: MA 1583, THE 1393

Rotating Basis

DEPARTMENT OF VISUAL ARTS

Senior Professor Dantzie
 Professor Grove (Director of Galleries), Lorenz, Rudey
 Professor Emeritus Ries
 Associate Professors Barry (Chair)
 Adjunct Faculty: 15

The Department of Visual Arts, based in the rich culture of New York City, offers a unique environment for the study of fine arts in the areas of glass blowing and casting, ceramics and sculpture, printmaking, painting, and other traditional mediums that coexist with interdisciplinary studies in photography, computer graphics, digital design, and book arts. The department is composed of recognized practicing professional artists and art historians who are engaged, through exhibitions and publications of their work, in the contemporary art world. The Department of Visual Arts also maintains a program of changing professional exhibitions in three on-campus gallery spaces as curricular enrichment and a community service. All visual arts students participate in a senior thesis exhibition in the gallery.

We offer three baccalaureate degrees: the Bachelor of Arts, the Bachelor of Fine Arts, and the Bachelor of Fine Arts in Teacher of Visual Arts in Urban Schools.

B.A. in the Visual Arts

The B.A. in Visual Arts is available with courses in painting, drawing, ceramics, sculpture, computer art and art history. Students who major in the visual arts are offered an opportunity to center their studies around the practice and history of the visual experience.

B.A., Visual Arts

[Program Code: 06917]

Graduation Requirements

Students must satisfy the Placement, Proficiency, Orientation and Core Curriculum criteria outlined in the Graduation Requirements section of this bulletin.

Core Curriculum requirements for this major are summarized below:

Core Seminar 3 credits

Humanities

English Composition 3 credits

English Literature 6 credits

Philosophy 6 credits

Foreign Language 6 credits

Social Sciences

History 6 credits

Social Sciences (ANT, ECO, POL, PSY, SOC) 6 credits

Science and Mathematics

Mathematics 3 or 4 credits

Science 10 credits

Communication, Visual & Performing Arts

Speech 3 credits

Visual & Performing Arts (DNC, MUS, THE) 3 credits

Distribution Requirement

Must Complete Both Courses Below:

MA or 115 Introduction to Photography 3.00
 ART

MA or 124 Computer Graphics I 3.00
 ART

Major Requirements

Must Complete All Courses Below:

ART 101 Caves to Cathedrals 3.00

ART 102 Incas to Impressionists 3.00

ART 103 Modern Art 3.00

ART 105 New Art City 3.00

ART 133 Introduction to Ceramics 3.00

ART 155 Painting II 3.00

ART 170 Two-Dimensional 3.00

ART 171 Introduction to Color 3.00

ART 176 Introduction to Printmaking 3.00

ART 187 Portfolio Development 3.00

ART 138 Basic Sculpture 3.00

ART 194 Portfolio Review - repeat 1.00
 3 times

ART 1501 Drawing I 3.00

ART 1521 Drawing II 3.00

ART 1541 Painting I 3.00

ART 177 Intermediate Printmaking 3.00

ART 197 Independent Study 3.00

ART 198 Thesis 3.00

Credit and GPA Requirements

Minimum Total Credits: 128

Minimum Liberal Arts and Sciences Credits: 96

Minimum Major Credits: 42

Minimum Credits in Courses >100 Level: 48

Ancillary Course Requirements: See above

Minimum Major GPA: 2.00

Minimum Overall GPA: 2.0

B.F.A. in Teacher of Visual Arts in Urban Schools

The 128-credit Bachelor of Fine Arts in Teacher of Visual Arts in Urban Schools provides the required background in art history and art production, in conjunction with the Teaching and Learning courses necessary to meet the minimum requirements for initial certification as a teacher of visual arts, K through 12, as stipulated by the New York State Department of Education. Please refer to the School of Education's Department of Teaching & Learning in this bulletin for further information on graduation and certification requirements.

B.F.A. Teacher of Visual Arts in Urban Schools

[Program Code: 22848]

Graduation Requirements

Students must satisfy the Placement, Proficiency, Orientation and Core Curriculum criteria outlined in the Graduation Requirements section of this bulletin.

Core Curriculum requirements for this major are summarized below:

Core Seminar 3 credits

Humanities

English Composition 3 credits

English Literature 6 credits

Philosophy 6 credits

Foreign Language 6 credits

Social Sciences

History 6 credits

Social Sciences (ANT, ECO, POL, PSY, SOC) 6 credits

Science and Mathematics

Mathematics 3 - 4 credits

Science 10 credits

Communication, Visual & Performing Arts

Speech 3 credits

Visual & Performing Arts (DNC, MUS, THE) 3 credits

Distribution Requirement - Complete Both

Courses Listed Below:

MA or 115 Introduction to Photography 3.00
 ART

MA or 124 Computer Graphics I 3.00
 ART

Major Requirements

Art Education Major Requirements

All Art Courses Listed Below:

ART 101 Caves to Cathedrals 3.00

ART 102 Incas to Impressionists 3.00

ART 103 Modern Art 3.00

ART 133 Introduction to Ceramics 3.00

ART 138	Basic Sculpture	3.00
ART 146	Methods of Teaching Art: Elementary	3.00
ART 147	Methods of Teaching Art: Secondary	3.00
ART 170	Two-Dimensional	3.00
ART 176	Introduction to Printmaking	3.00
ART 187	Portfolio Development	3.00
ART 194	Portfolio Review - repeat 3 times	1.00
ART 1501	Drawing I	3.00
ART 1541	Painting I	3.00

TAL 431 is the same as ART 146

TAL 432 is the same as ART 147

All Education Courses Listed Below:

TAL 201	Teaching: Imagine the Possibilities	3.00
TAL 301	Observing and Describing Children	3.00
TAL 350	The Developing Child	4.00
TAL 351	Language and Literacy I	3.00
TAL 353	Creating Inclusive Classrooms	3.00
TAL 399	Preparing for the NYSTCE	0.00
TAL 406	Health Education for Teachers	1.00
TAL 465	Student Teaching in Art Education	6.00
TAL 466	Student Teaching Seminar in Art Education	2.00

Credit and GPA Requirements

- Minimum Total Credits: 128
- Minimum Liberal Arts and Sciences Credits: 36
- Minimum Education Major Credits: 25
- Minimum Art Credits: 39
- Minimum Credits in Courses >100 Level: 48
- Minimum Education Major GPA: 3.0
- Minimum Overall GPA: 2.67

The following certification requirements also need to be satisfied:

- ALCX 702, ALCX 703, ALCX 704 workshops
- NYSTCE test requirement

B.F.A. in Studio Art

The Bachelor of Fine Arts in Studio Art is an intensive studio art-oriented program that prepares students for graduate schooling in art or entry into a wide variety of art-related careers. Students complete the introductory classes, after which they may select classes in ceramics, sculpture and glass, painting, drawing, or printmaking. Both freshmen

and transfer students are required to submit a portfolio of work before admission to the program.

B.F.A., Studio Art

[Program Code: 22006]

Graduation Requirements

Students must satisfy the Placement, Proficiency, Orientation and Core Curriculum criteria outlined in the Graduation Requirements section of this bulletin.

Core Curriculum requirements for this major are summarized below:

Core Seminar	3 credits
Humanities	
English Composition	3 credits
English Literature	3 credits
Philosophy	3 credits
Foreign Language	Not required

Social Sciences

History	3 credits
Social Sciences (ANT, ECO, POL, PSY, SOC)	9 credits

Science and Mathematics

Mathematics	4 credits
PHY 20	3 credits

Communication, Visual & Performing Arts

Speech	3 credits
Dance, Music or Theater 61	3 credits

Distribution Requirement

Must Complete either Art 115 or MA 115 and either Art 124 or MA 124 6 credits

Ancillary Requirement

Science Core Requirement : Chemistry required of students with a concentration in ceramics.

CHM 21	Chemistry and Modern Technology	3.00
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Major Requirements

Following are required courses:

ART 101	Caves to Cathedrals	3.00
ART 102	Incas to Impressionists	3.00
ART 103	Modern Art	3.00
ART 105	New Art City	3.00
ART 133	Introduction to Ceramics	3.00
ART 134	Introduction to Potter's Wheel	3.00
ART 138	Basic Sculpture	3.00
ART 155	Painting II	3.00
ART 170	Two-Dimensional	3.00
ART 171	Introduction to Color	3.00

ART 176	Introduction to Printmaking	3.00
ART 177	Intermediate Printmaking	3.00
ART 187	Portfolio Development	3.00
ART 194	Portfolio Review Must be repeat three times (3)	1.00
ART 197	Independent Study	3.00
ART 198	Independent Study-Thesis	3.00
ART 1501	Drawing I	3.00
ART 1521	Drawing II	3.00
ART 1541	Painting I	3.00

Credit and GPA Requirements

- Minimum Total Credits: 128
- Minimum Liberal Arts and Sciences Credits: 38
- Minimum Major Credits: 78
- Minimum Credits in Courses >100 Level: 48
- Ancillary Course Requirements: See above
- Distribution Requirement: See above

- Minimum Major GPA: 2.5
- Minimum Overall GPA: 2.5

Upon the completion of studies, students, in all visual arts programs are required to create a large-scale conceptually based thesis project for public exhibition.

MINORS

Minor in Art

A visual arts minor requires 12 credits at or above the 100 level.

Credit and GPA Requirements

- Minimum Total Credits: 12
- Minimum Minor GPA: 2.0

Visual Arts Courses

ART 61 Introduction to Visual Art

In our increasingly visual culture, it is important to look critically at the imagery that surrounds us. It is equally important to experience and understand art from many cultures and time periods so we may appreciate the wide variety of artworks created by people around the world, from past to present. Students will learn to analyze both form and content in art and communicate their understanding to others. Students will see and discuss a broad selection of art at museums, galleries, online, and in the classroom. The class will also engage in hands-on studio projects and explore a range of materials and personal artistic expression.

Credits: 3

All Sessions

ART 101 Caves to Cathedrals

Students will become familiar with core examples of Western and non-Western material culture, art, and architecture emerging out of Europe, the Americas, Asia, and Africa from the Paleolithic era to the 14th century. Students will consider the crucial role of these images and objects in the formation of their respective historical and cultural context. Through museum visits, readings, class discussions and writing assignments, students will explore the following questions: What is art? Is the appearance, or form of an art or design object its most important element? Is iconography an essential component? What roles do religion, biography, psychology, philosophy, society and politics play in the production of material culture, artmaking, and perception? Students will augment their critical understanding of this information through research methods.

Credits: 3

Every Fall

ART 102 Incas to Impressionists

This course will introduce students to artworks created by artists in Africa, Asia, Europe, and the Americas during the time period 1400 to 1900. It will also provide students with the foundational knowledge required for more advanced studies in art history. To accomplish these ends, students will be exposed to a wide variety of different kinds of artworks and artists from this time period through images, videos, and field trips. Students will learn to recognize major artworks, styles, and artists. From readings and discussions, students will learn about the historical and cultural contexts from which the artworks came. From discussions and writing assignments, students will also learn to analyze, contextualize, and compare artworks verbally and in writing.

Credits: 3

Every Spring

ART 103 Modern Art

A review of the development of European and American modern art from French Impressionism of the nineteenth century through styles and movements that include Postimpressionism, Symbolism, Art Nouveau, Expressionism, Cubism, Futurism, Dada, Surrealism, Constructivism and Abstract Expressionism. Includes frequent visits to art galleries and museums.

Credits: 3

Every Fall

ART 105 New Art City

Through art gallery and museum visits, slides and videos, an exploration of the wide variety of styles and meanings within contemporary art and the varied intentions of contemporary artists. Selected developments from Abstract Expressionism to the present, including Pop, Minimal, Conceptual, Performance and Neo-Expressionist art are examined.

Credits: 3

Cross-Listings: ART 105, MA 264

Every Spring

ART 115 Introduction to Photography

An introduction to photography as an art medium. Basic principles and practices of black-and-white photography processing and printing are reviewed. All students are provided with a 35 mm camera.

Credits: 3

Cross-Listings: ART 115, MA 115

Every Fall and Spring

ART 116 Studio Photography

An in-depth study of studio photography, using a variety of lighting techniques and setups. Students cover such topics as tungsten lights, reflected and direct lights, strobes, advanced metering, exposure, portraiture and different tabletop setups.

The pre-requisite of MA 115 / ART 115 or MA 118 / ART 118 is required or permission of instructor.

Credits: 3

Cross-Listings: ART 116, MA 123

Rotating Basis

ART 117 Intermediate Photography

A production-based class in photographic printing, using fiber-based papers. Filters, print toning, lighting and medium-format imaging are discussed. Projects are thematically based and include an extensive final presentation.

Pre-requisite of MA 115/ART 115 is required.

Credits: 3

Cross-Listings: ART 117, MA 117

Rotating Basis

ART 118 Digital Photography I

An introductory class using digital cameras and computers to record and print photographic imagery. The class focuses on photography as art, using new approaches and techniques. Course requirements include weekly assignments, midterm

and final portfolio. All students are required to purchase a compact flash card. The department will supply digital cameras.

Credits: 3

Cross-Listings: ART 118, MA 118

Every Fall and Spring

ART 120 Creative Photography

Independent exploratory study and experimentation in advanced non-silver photographic techniques such as, Cyanotype, Van Dyke brown, Kallitype and Palladium.

The pre-requisite of MA 115 / ART 115 or MA 118 / ART 118 is required or permission of instructor.

Credits: 3

Cross-Listings: ART 120, MA 120

Rotating Basis

ART 122 Digital Photography II

A workshop-oriented intermediate level digital photography course. The focus is on advanced digital photographic camera skills and digital print output using alternative and archival media methods. Emphasis is on a digital portfolio and personal artistic statements. Students produce a portfolio of thematic presentation using both traditional film scanned images and digital media capture. Students are provided with a digital camera for the semester.

Pre-requisite of MA 118/ART 118 is required.

Credits: 3

Cross-Listings: ART 122, MA 122

Every Spring

ART 124 Computer Graphics I

An introductory level class in two-dimensional computer graphics using Adobe Photoshop. Students learn and work with basic digital illustration and graphics, scanning of images, image editing, image manipulation, photo manipulation, typography and image composition.

Credits: 3

Cross-Listings: ART 124, MA 124

Every Fall and Spring

ART 125 Computer Graphics II

An intermediate-level class covering professional studio techniques in the production of computer-based graphics and imaging projects for screen and print. Special emphasis is placed on digital design principles for still imaging.

Pre-requisite of MA 124 is required.

Credits: 3

Cross-Listings: ART 125, MA 132

Rotating Basis

ART 125 2-D Computer Animation I

An introduction to basic computer-based animation using two-dimensional graphics, paint, image-editing and animation software. Students work with digital Ink & Paint, rotoscoping, and motion path-based techniques for character animation and motion graphics.

The pre-requisite of MA 124 is required.

Credits: 3

Cross-Listings: ART 1242, MA 1242

On Occasion

ART 132 Three-Dimensional Design

An introduction to design concepts as they relate to sculpture, architecture, and commercial and industrial design. Work is done in the studio; museum visits and other field trips are conducted.

Credits: 3

On Occasion

ART 133 Introduction to Ceramics

An exploration of various hand-building techniques, including pinch, coil and slab. Emphasis is on integrating practical craft and personal expression to create basic pottery forms. Glazing and surface design also are covered.

Credits: 3

Every Fall, Spring and Summer

ART 134 Introduction to the Potter's Wheel

This course covers making ceramic pieces on the potter's wheel to create functional and decorative pottery forms. Glaze technology and fundamental firing techniques will also be explored. In-class presentations will be conducted.

Credits: 3

Every Fall, Spring and Summer

ART 135 Ceramic Sculpture

An approach to ceramics as a non-utilitarian art medium. Studio work in construction methods, modeling techniques, decoration and firing are combined with illustrated lectures and discussion. Visits are made to current ceramic exhibitions in New York City.

The pre-requisite of ART 133 is required.

Credits: 3

On Demand

ART 136 Intermediate Handbuilding

Traditional and experimental approaches to the construction of bowls and other containing forms of the clayworker's art. Development of individual concepts and styles is encouraged within the historical context presented through illustrated lectures, studio projects and visits to current exhibitions.

The pre-requisite of Art 133 or 134 is required

Credits: 3

Every Spring

ART 137 Intermediate Potter's Wheel

This course covers making intermediate level ceramic pieces on the potter's wheel. Students will explore functional, non-functional and decorative pottery forms. Glaze making and various firing techniques will also be explored. iPad video presentations will be conducted.

The pre-requisite of ART 134 is required.

Credits: 3

Alternate Spring

ART 138 Basic Sculpture

Students will be introduced to traditional and non-traditional artists and learn techniques of manipulating various mediums in a hands-on approach. This course will train students to see and perceive their surroundings, while gaining experience in technical abilities, and learning to apply these skills in a personalized approach to problem-solving. Students will be challenged to address art from many angles, including direct observation, imagination and collaboration and research.

Credits: 3

Every Spring

ART 142 Jewelry: Wearable Art

Wearable Art is a survey of materials and techniques. Emphasis is on skill development and exploration of a wide variety of materials including metal and found objects. Classes will consist of demonstrations and technical practice. Once the student has begun to grasp the technical aspects, they can begin to focus on individual concepts and design.

Credits: 3

Every Fall and Spring

ART 146 Methods of Teaching Art: Elementary

Hands-on use of the appropriate materials for the child in elementary school, such as paint, clay, papier mache and textiles. Includes lectures, readings, a museum visit and observations at an elementary school. 10 Hours of Fieldwork.

Credits: 3

Cross-Listings: ART 146, TAL 431

Every Fall

ART 147 Methods of Teaching Art: Secondary

Use of materials and formulation of projects for students on the secondary level (7-12). Formal lesson plans are developed dealing with structured studio art classes in art history, drawing, painting, perspective, ceramics, photography and fiber design.

Credits: 3

Cross-Listings: ART 147, TAL 432

Every Spring

ART 155 Painting II

Students explore the painting medium in both traditional and contemporary methods. Projects are based on customary subject matter such as figure models but they also will derive images from collage, photography and digital media programs to make paintings. Students have opportunities to experiment with unconventional painting mediums and may explore alternative options for painting supports. Lectures on how technology affects the creation and interpretation of images will be offered and students will be assigned a project that will require them to consider the philosophical discourse of how painted images are read in a given context.

The pre-requisite of ART 154.1 is required.

Credits: 3

Every Spring

ART 156 Painting III

Individual attention and criticism given to each student with the aim of achieving a distinctive personal expression. Form, concept, space and color are emphasized as individuality is encouraged through analysis and discussion. Projects will be based on customary subject matter such as figure models but they also will derive images from collage, photography and digital media programs to make paintings. Students will have opportunities to experiment with unconventional painting mediums and may explore alternative options for painting supports. This course requires that students be more self-directed and that outside-class research and class critiques will be necessary for artistic development.

The pre-requisite of ART 155 is required.

Credits: 3

Alternate Spring

ART 157 Figure Drawing

This course will provide the student with the opportunity to study and draw human anatomy. Students will learn basic anatomy through medical imagery, plastic and real figurative models, and by careful analysis of master figurative drawings. They will begin to develop an understanding of the way a figure inhabits space, and will be able to successfully reproduce the human form in a two-dimensional picture plane. Emphasis will be on accurately rendering the figure in correct proportion while considering the aesthetics of drawing. Additional lectures and demonstrations will allow students to consider the image of the body in the context of cultural theory and art history as well.

Prerequisite of ART 1501 is required.

Credits: 3

On Occasion

ART 159 Introduction To Watercolor

Watercolor is a transparent medium primarily painted on a paper surface. The basis for each project will be elements of design with emphasis on color theory; principles of design with emphasis on overall compositional structure; and basic drawing with emphasis on drawing with a brush.

Techniques specific to watercolor painting will be introduced including use of papers, brushes, washes, wet on wet and wet on dry, use of masks, making corrections, and techniques specific to students' individual work. Subject matter will include still life, landscape/cityscape, and the human figure. As a starting point for image development, some projects will be from direct observation and some projects will be developed from photographs that students take themselves.

Credits: 3

Every Summer

ART 170 Two-Dimensional

An introduction to the essential elements of visual perception. Students work in a studio setting,

exploring a variety of contemporary concepts and materials as related to all fields of two dimensional art and design.

Credits: 3

Every Fall

ART 171 Working with Color

An introduction to the practical use of color as an active and interactive medium in the arts based on the pioneering work of Josef Albers. Students will study color theory by creating works based on specific concepts and by closely considering the color in their world. Students will gain an understanding of color characteristics and relationships, build color terminology for precise description, enhance compositional and technical skills, develop a critical and perceptive eye, gain a heightened awareness of color, and consider its influence in their life and work.

Credits: 3

Every Spring

ART 172 Children's Book Illustration

Using a large collection of classic children's books as a resource, each student in this hands-on analog and digital course develops an original book from concept to completed layout. Illustration, book design, layout and typography are all stressed.

Credits: 3

Bi-annually

ART 173 Introduction to Calligraphy: A Study of Western Calligraphy

A study of Western calligraphy, italic, uncial and black letter. Letterform terminology, spacing, serif construction, and flourishing are all practiced in this hands-on course.

Credits: 3

Every Fall

ART 174 Intermediate Calligraphy

A hands on practice that examines the variations in weight, width, serif structure, size, and so on of roman and italic alphabets. Uncial and carolingian alphabets are introduced. Use of color and special papers and writing large are covered.

The pre-requisite of ART 173 is required.

Credits: 3

Alternate Spring

ART 175 Creative Handmade Books

Through demonstrations and hands-on projects, this course introduces the basic techniques of book binding, including how to create stab, pamphlet, and multi-section bindings. Explore conceptual book structures and contemporary applications of book binding. Learn skills relevant to both design and art projects through a focus on creativity, design and craftsmanship.

Credits: 3

Every Fall

ART 176 Introduction to Printmaking

Printmaking a medium used by artist to create original prints on paper using a matrix; wood,

linoleum, metal, stone, etc. This course will focus on "relief" printmaking. Relief printing is a process where protruding surface faces of the matrix (printing plate or block) are inked; recessed areas are ink free and the image is transferred via a printing press from the matrix to paper or other suitable materials.

This is an introductory class for beginning students, people who already have experience may progress more rapidly in the class and are invited and encouraged to take on more challenging projects. It is an excellent class for artists and art teachers, as we will use many different printing techniques working on both fabric and paper.

Credits: 3

Every Fall and Spring

ART 177 Intermediate Printmaking

An examination of color and multi-plate printmaking using both relief and intaglio printmaking techniques. Printmaking is a medium used by artists to create original prints on paper using a matrix; wood, linoleum, metal, stone, etc. This is an intermediate class for students with printmaking experience. You will be invited and encouraged to take on more challenging projects than you did in earlier classes. While you learn additional techniques and processes. You will also be challenged to expand your ideas and become more self-directed.

The pre-requisite of ART 176 is required.

Credits: 3

Every Fall

ART 178 Advanced Printmaking

Printmaking is a medium used by artists to create original prints on paper using a matrix; wood, linoleum, metal, stone, etc. This course will focus on a variety of printmaking including relief, intaglio and lithography. This is an advanced class for students with printmaking experience. You will be invited and encouraged to take on more challenging projects than you did in earlier classes. You will also be challenged to expand your ideas and become more self-directed in your projects while still learning new techniques.

The pre-requisites of ART 176 and ART 177 are required.

Credits: 3

Every Spring

ART 179 Digital Printmaking

The concepts and techniques of traditional printmaking and an introduction to the means and methods of digital art-making. Combining traditional printmaking with digital technologies, students link the formal qualities inherent in two-dimensional art-making with the non-linear spatial, ephemeral aspects of cyberspace. (Formerly ART 216.)

The pre-requisite of MA 118 or MA 124 is required.

Credits: 3

Alternate Spring

ART 182 Typography

Typography is the art of organizing letters in space and time. Students gain a familiarity with typographic terms and technologies; an understanding of classical and contemporary typographic forms; and ability to construct typographic compositions and systems; and an appreciation of typography as an expressive medium that conveys aesthetic, emotional, and intellectual meaning.

Credits: 3

On Occasion

ART 187 Portfolio Development

An intensive semester of strategic planning for artists as it pertains to professional working artists in any medium. Goal setting, time management, financial planning and grant writing, public relations, exhibition planning and hanging exhibitions; every aspect of a fine artist's career is covered. The class ultimately prepares each student for production, design and promotion, both through the press and financially, for their senior thesis exhibition.

Credits: 3

Cross-Listings: ART 187, MA 165

Alternate Spring

ART 189 Workshop in Glass Making

An introduction to the artistic possibilities of glass: glass blowing, casting, neon, cold technique. May be taken in subsequent semesters for credit.

Credits: 3

Every Semester

ART 194 Portfolio Review

Required for Art Majors and repeated three times, Freshman, Sophomore, Junior year. Students select faculty mentors to instruct them in the art of developing an effective portfolio for critique by the Visual Arts faculty in April. Students develop personal projects out of their classwork.

In order to register for this course student must be in the Visual Art B.A. plan, or in the Art Education B.F.A. plan.

Credits: 1

Every Spring

ART 195 Honors Study

Honors study is designed to give outstanding students an opportunity to do independent work in their major under the guidance of a member of the faculty. There are no regular class meetings. To be eligible, students must have upper-junior or senior status, a cumulative quality-point ratio of 3.00 and a 3.25 ratio in their major subject, and the permission of the Chair of the Department and the Dean. A total of six credits of Honors Study is the maximum allowed.

Credits: 3

Every Semester

ART 196 Honors Study

Honors study is designed to give outstanding students an opportunity to do independent work in their major under the guidance of a member of the faculty. There are no regular class meetings. To be eligible, students must have upper-junior or senior status, a cumulative quality-point ratio of 3.00 and a 3.25 ratio in their major subject, and the permission of the Chair of the Department and the Dean. A total of six credits of Honors Study is the maximum allowed.

Credits: 3

Every Semester

ART 197 Independent Study

Students develop their own projects with the skills they already possess. Faculty members guide students through conceptual development and troubleshooting. Prerequisite: Permission of the Chair of the Department and the Dean.

Credits: 3

Every Semester

ART 198 Independent Study-Thesis

Art majors develop their thesis projects for exhibition under the mentorship of a faculty member. Prerequisite: Permission of the Chair of the Department and the Dean.

Credits: 3

Every Semester

ART 217 Glass Blowing

An introduction to the process of glass blowing. Technique, artistic possibilities and glass history are covered. Class meets at Brooklyn Glass, 103 14th Street, Brooklyn, NY 11215.

Credits: 3

Every Semester

ART 1243 3D Computer Graphics I

An introductory level class in 3D Computer Graphics for film, video, games, print and the World Wide Web. Students will learn basic modeling, texturing, scene design, digital cinematography and rendering using the latest hardware and software in the field. This class is a prerequisite for the 3D Animation class (MA 134.2), which is offered in the Spring.

Pre-requisite of MA 124 is required.

Credits: 3

Cross-Listings: ART 1243, MA 1341

Every Fall

ART 1371 Advanced Potter's Wheel

Advanced exploration of the aesthetics, cultural philosophies and advanced techniques of the potter's wheel. Various firing methods and development of a personal aesthetic is stressed.

The pre-requisite of ART 134 is required.

Credits: 3

On Occasion

ART 1391 Intermediate Sculpture

An in-depth exploration of a specific sculpture

material, such as wood, stone or metal. The use of tools specific to the material, drawings of the project, maquettes and finished projects are all explained.

The pre-requisite of ART 138 is required.

Credits: 3

Alternate Spring

ART 1501 Drawing I

A concentration on the fundamentals of drawing, perspective, light and shade. The course emphasizes the traditional principles of representational drawing and the use of basic materials. This course is intended as an introduction to the building blocks of visual language: form, line, value, and composition. You will learn to draw accurately based on direct observation, creating the illusion of three-dimensional form within the two-dimensional realm of the picture plane. You will develop a sense of visual acuity and learn to perceive and organize visual information through drawing from still life and other subjects.

Credits: 3

Every Semester

ART 1521 Drawing II

A continuation of Drawing I. This class approaches the study of drawing and the improvement of drawing skills with increased opportunities for personal expression. Content, as well as mark making, style, and craft are to be explored and developed in this class. Students develop stronger skills and an understanding of the representation of objects and the human form for more advanced lessons and assignments.

The pre-requisite of ART 150.1 is required.

Credits: 3

Every Spring

ART 1522 Drawing III

Students will develop an advanced studio practice and become familiar with a range of wet and dry drawing media. Students explore a variety of drawing techniques, through class projects, homework assignments, and field trips. Students will be introduced to a broad range of artistic approaches, through a range of historical and contemporary sources. Students will work from observation through still life, interiors, landscape and the figure; and investigate the possibilities of imaginative drawing, developing independent projects incorporating found imagery.

The pre-requisite of ART 152.1 is required.

Credits: 3

On Demand

ART 1531 Anatomical Drawing

Designed to instruct the student in human anatomy to teach the rendering of the human figure from an understanding of the underlying structure of the human body, rather than its surface qualities, i.e., the skeleton and musculature.

Credits: 3

Alternate Spring

ART 1541 Painting I

An introduction to basic materials and their use: setting up the palette, mixing and using colors, beginning a painting. No previous experience in painting is required. The completion of at least one drawing and color class are recommended, but not required.

Credits: 3

Every Semester

ART 1741 Introduction to Non-Western Calligraphy

In this class the student will be introduced to a number of Non-Western writing systems. In learning to write from right to left, often in vertical columns, instead of the traditional Western left-to-right horizontal fashion, the student will gain valuable insights. By discovering differing ways to see (and read) the picture plane, the student's educational experience will be enriched. Chinese, Arabic and Hebrew will be emphasized, with a focus on their diversities and surprising similarities.

Credits: 3

Cross-Listings: ART 1741, SSC 241

Every Spring

ADDITIONAL COURSE OFFERINGS

Core Seminar Courses

COS 50 Idea Of The Human

The Idea of the Human: This interdisciplinary seminar provides a common intellectual experience with writing intensive dimensions. COS 50 explores ideas of the human and the human condition. Emphasis is on inquiry and analysis. Questions dealt with concern what we believe makes us human; how we perceive ourselves, others and the world around us; the role of creativity in human development; and the importance of social context in considering all of these. Sections are organized into clusters of two to four per cohort that meet together in a combined workshop at least once a month. These cohorts explore off-campus sites in small working teams. Fieldtrips expand the scientific, social science, philosophical and literary readings that frame experiential inquiry. Satisfies core requirements, is one of two WAC courses outside the major required for graduation, and culminates in a research paper. Ideally COS 50 should be taken during a student's upper freshman/lower sophomore year.

The pre-requisite of ENG 16 or ENG 16X is required.

Credits: 3

Every Semester

Developmental Skills Courses

DSM 01 Developmental Skills Mathematics 01

An intensive background course designed for students with little or no mathematics background. Fundamental arithmetic operations, fraction basics, decimals, ratios, proportions, measurement systems, percentages, discounts, etc are taught. Regular workshops supplement classroom lectures and discussions. Departmental final examination. Four classroom hours per week, two one-hour (lab) workshops per week. Letter grades and U. None-credit. This course has an additional fee.

Credits: 0

Every Semester

DSM 09 Developmental Skills Mathematics 09

An overview of arithmetic and algebraic expressions, exponential notation, order of operations, graphing linear equations, solving systems of equations, inequalities and sets. Regular workshops supplement classroom lectures and discussions. Departmental final examination. Four classroom hours per week, two one-hour (lab) workshops per week. Letter grades and U. None-credit. This course has an additional fee.

The pre-requisite of DSM 01 is required or the placement exam.

Credits: 0

Every Semester

Cooperative Education Courses

COOP 1 Career Readiness

The main objective of the Coop 1: Career Readiness course is to empower students to begin to understand the career development process in order to successfully plan, prepare, and manage their careers. In this course, students learn and practice the various elements needed to build a strong foundation to obtain and succeed in an internship or job in any profession. The curriculum includes self-assessment, career research, internship and job-search strategies, resume writing, interview skills, networking and LinkedIn, 21st-century workplace expectations, and professionalism. This class can be used to satisfy internship credit requirements. Open to upper-Freshmen through upper-Senior.

The pre-requisites of FYS 1 and ENG 16 or the equivalents are required, or permission of the Director.

Credits: 1

Every Fall, Spring and Summer

COOP 2 Professional Development

An integrative seminar that introduces students who are in or have completed an internship or fieldwork experience to 21st century workplace culture, dynamics and issues, and provides them with an analytical framework within which to relate the practical world of professional work to the theoretical world of academic learning. Students in all majors and in all kinds of field placements join in the cross-disciplinary exploration of experience-enriched education. This course is a prerequisite for advanced field placements.

Credits: 3

Cross-Listings: COOP 2, SOC 1

Every Fall, Spring and Summer

COOP 1C Career Readiness

Coop 1C is a specially designated Coop 1 class designed for LIU Brooklyn Learning Community participants. The main objective of this course is to empower students to begin to understand the career development process in order to successfully plan, prepare, and manage their careers. In this course, students learn and practice the various elements needed to build a strong foundation to obtain and succeed in an internship or job in any profession. The curriculum includes self-assessment, career research, internship and job-search strategies, resume writing, interview skills, networking and LinkedIn, 21st century workplace expectations and professionalism. This class can be used to satisfy internship credit requirements. Open to upper-Freshmen through upper-Senior.

The pre-requisites of FYS 1 and ENG 16 or the equivalents are required, or permission of the Director.

Credits: 1

Every Spring

COOP 99 Field Placement

Participation of students in internships or cooperative education positions related to their academic major or career goals enables integrate classroom learning with practical hands-on work experience. May be repeated in subsequent semesters. Pass/Fail only. Non-credit.

Prerequisite: COOP 1 or permission of the Director, Career Services.

Credits: 0

Every Fall, Spring and Summer

Higher Education Opportunity Program (HEOP) Courses

The following workshops, offered to students enrolled in the Higher Education Opportunity Program, supplement English, mathematics, and science courses. *Pass/fall only or letter grade, as indicated.*

CSW 1 Computer Skills Workshop 1

An introduction to the fundamental functions of personal computers, including Microsoft Windows and Word and the Internet. Students will learn basic computer terminology as well as the essential components of a computer and their usage. Students will create and edit standard business documents, enhancing what they develop with page layout techniques that rely on Microsoft Office tools. Finally, the course will equip students with the skills needed to undertake the Computer Literacy Exam, required for graduation. Four lecture/laboratory hours per week. Pass/Fail/U only. Non-credit.

In order to register for this course, the student must be an active member of the Brooklyn HEOP Student Group.

Credits: 0

Every Summer

ENG 1A English 1A

Pre-freshman intensive reading and writing course designed to introduce students to academic-level English coursework. This course focuses on building elemental critical thinking, reading, and writing skills. Eight lecture hours per week. Letter grades and U. Non-credit.

In order to register for this course, the student must be an active member of the Brooklyn HEOP Student Group.

Credits: 0

Every Summer

ENG 2A English 2A

Pre-freshman intensive reading and writing course designed to introduce students to academic-level English coursework. This course focuses on careful reading, critical thinking, generating and organizing ideas, and presenting evidence to support conclusions in academically appropriate formats. Eight lecture hours per week. Letter grades and U.

Non-credit.

In order to register for this course, the student must be an active member of the Brooklyn HEOP Student Group.

Credits: 0

Every Summer

ENG 3A English 3A

Pre-freshman intensive reading and writing course designed to introduce students to academic-level English coursework. This course focuses on the basics of composition, integration of texts, and fundamentals of research, all precursors to freshman English. Eight lecture hours per week. Letter grades and U. Non-credit.

In order to register for this course, the student must be an active member of the Brooklyn HEOP Student Group.

Credits: 0

Every Summer

GUI 1 University Orientation

An introduction to university life, including study skills and time management, test-taking techniques, career planning, and accessing University resources. In addition, students participate in cultural trips and health and community awareness workshops. Four lecture hours per week. Pass/Fail/U option.

In order to register for this course, the student must be an active member of the Brooklyn HEOP Student Group.

Credits: 0

Every Summer

MTH 1A Essential Math 1A

Basic arithmetic operations of whole numbers, decimal numbers, and percentages. Intended to help build students' skills in reading and solving word problems. Six lecture hours, two laboratory hours per week. Letter grades and U. Non-credit.

In order to register for this course, the student must be an active member of the Brooklyn HEOP Student Group.

Credits: 0

Every Summer

MTH 2A Essential Math 2A

Fundamental arithmetic operations (fractions, mixed numbers, decimal numbers and percentages) and elementary algebra (signed numbers, collecting like terms, evaluating expressions, exponents and solving equations and inequalities). Six lecture hours, two laboratory hours per week. Letter grades and U. Non-credit.

In order to register for this course, the student must be an active member of the Brooklyn HEOP Student Group.

Credits: 0

Every Summer

MTH 3A Essential Math 3A

Intermediate algebra (graphing linear equations, solving equations with two unknowns, operations on polynomials, logarithmic and exponential functions). Six lecture hours, two laboratory hours

per week. Letter grades and U. Non-credit.

In order to register for this course, the student must be an active member of the Brooklyn HEOP Student Group.

Credits: 0

Every Summer

MW 1 Mathematics Workshop 1

An intensive background course designed for students with little or no mathematics background. Fundamental arithmetic operations to college Algebra are taught. Regular workshops supplement classroom lectures and discussions. Four lecture hours, two laboratory hours per week. Equivalent to DSM 01.

In order to register for this course, the student must be an active member of the Brooklyn HEOP Student Group.

Credits: 0

All Sessions

MW 3X Intermediate Algebra Problem-Solving Workshop

Graphing and equation of a line, solving systems of equations, operations on rational expressions, roots and radicals, logarithmic and exponential functions. Pass/Fail only. Non-credit.

In order to register for this course, the student must be an active member of the Brooklyn HEOP Student Group.

Credits: 0

Every Fall and Spring

MW 4X Calculus Problem-Solving Workshop

Complex numbers, functions and graphs, rational functions, logarithmic and exponential functions, trigonometry, limits of functions, derivatives and integrals. Pass/Fail only. Non-credit.

In order to register for this course, the student must be an active member of the Brooklyn HEOP Student Group.

Credits: 0

On Occasion

MW 6X Use of Calculator Problem-Solving Workshop

Application of statistics and numerical techniques. Selected topics include inductive reasoning; integers; rational numbers, irrational numbers, and real numbers; rules of exponents and scientific notation; basic probability; and selected areas in statistics. Pass/Fail only. Non-credit.

In order to register for this course, the student must be an active member of the Brooklyn HEOP Student Group.

Credits: 0

Every Fall and Spring

MW 7X Pre-Calculus Problem-Solving Workshop

Operations in real and complex systems, algebraic and trigonometric functions, relations and inequalities. Pass/Fail only. Non-credit.

In order to register for this course, the student must be an active member of the Brooklyn HEOP Student Group.

Credits: 0

Every Fall and Spring

MW 9 Mathematics Workshop 9

An overview of arithmetic and algebraic operations, systems of equations, inequalities and sets. Four classroom hours per week. Two one-hour workshops per week. Letter grades and U. Non-credit. Equivalent to DSM 09

In order to register for this course, the student must be an active member of the Brooklyn HEOP Student Group.

Credits: 0

All Sessions

MW 9X Statistics Problem-Solving Workshop

Students practice sampling techniques, estimation and hypothesis testing, the Chi-square test, regression and correlation. Pass/Fail only. Non-credit.

In order to register for this course, the student must be an active member of the Brooklyn HEOP Student Group.

Credits: 0

On Occasion

MW 16X Mathematics Workshop 16X

A support class for students enrolled in Mathematics 16, emphasizing matrix algebra, geometric approach to linear programming, Bayer's formula and expected values, simple and compound interest and annuities, accounting techniques, permutation and combination. Pass/Fail only. Non-credit.

In order to register for this course, the student must be an active member of the Brooklyn HEOP Student Group.

Credits: 0

Every Fall and Spring

SW 2A General Biology Workshop

A support class for students enrolled in Biology 1,2, 3 and 4, designed for academic reinforcement of classroom and laboratory material. One hour per week. Pass/Fail only. Non-credit.

In order to register for this course, the student must be an active member of the Brooklyn HEOP Student Group.

Credits: 0

Every Fall and Spring

SW 3A General Chemistry Problem-Solving Workshop

A support class for students enrolled in Chemistry 3 and 4, designed for academic reinforcement of classroom material. Students practice problem-solving techniques. One hour per week. Pass/Fail only. Non-credit.

In order to register for this course, the student must be an active member of the Brooklyn HEOP Student Group.

Credits: 0

Every Fall and Spring

SW 4A General Chemistry Problem-Solving Workshop

A support class for students enrolled in Chemistry 3X and 4X, designed for academic reinforcement of classroom material. Students practice problem-solving techniques. One hour per week. Pass/Fail only. Non-credit.

In order to register for this course, the student must be an active member of the Brooklyn HEOP Student Group.

Credits: 0

Every Fall and Spring

SW 5A Physics Problem-Solving Workshop

A support class for students enrolled in Physics 20, 27, 31 and 32, designed for academic reinforcement of classroom material. Students practice problem-solving techniques. One hour per week. Pass/Fail only. Non-credit.

In order to register for this course, the student must be an active member of the Brooklyn HEOP Student Group.

Credits: 0

On Occasion

WW 1 Writing Workshop 1: Critical Reading

A support class that advances critical reading abilities by reviewing how texts are constructed to make meaning. Pass/Fail. Non-credit.

In order to register for this course, the student must be an active member of the Brooklyn HEOP Student Group.

Credits: 0

Every Fall and Spring

WW 2 Writing Workshop 2: Sentence Design and Mechanics

A support class that hones writing skills at the sentence level. Students practice crafting sentences that are thoughtful, creative, and audience-specific. Pass/Fail. Non-credit.

In order to register for this course, the student must be an active member of the Brooklyn HEOP Student Group.

Credits: 0

Every Fall and Spring

WW 3 Writing Workshop 3: The Writing Process

A support class that focuses on the recursive writing stages: invention (prewriting), drafting, peer review, revising, and editing. Pass/Fail. Non-credit.

In order to register for this course, the student must be an active member of the Brooklyn HEOP Student Group.

Credits: 0

Every Fall and Spring

WW 4 Writing Workshop 4: Research Methods

A support class that focuses on research skills and strategies, including integration of research into academic writing and citation. Pass/Fail. Non-credit.

In order to register for this course, the student must

be an active member of the Brooklyn HEOP Student Group.

Credits: 0

Every Fall and Spring

First Year Seminar Courses

The First Year Seminar is designed to help first-time freshmen and transfer students' transition into successful members of the LIU Community. This includes developing critical thinking, reading and reflective writing skills through the incorporation of the Common Read and the creation of a digital portfolio. The course is also meant to refine students' approach to college learning and instill respect and appreciation for the value of a liberal arts and science education.

FYS 1 First Year Seminar

The First Year Seminar is designed to help first-time freshmen students transition into successful members of the LIU community. This includes developing critical thinking, reading and reflective writing skills through the incorporation of the Common Read and the creation of a digital portfolio. The course is also meant to refine students' approach to college learning and instill a respect and appreciation for the value of a liberal arts and science education. This course meets once a week for 50 minutes. Pass/Fail only.

Credits: 1

Every Fall and Spring

FYS 1C First Year Seminar

FYS 1C is a specially designated FYS 1 class designed for LIU Brooklyn Learning Community participants. The First Year Seminar is designed to help first-time freshmen and transfer students transition into successful members of the LIU community. This includes developing critical thinking, reading and reflective writing skills through the incorporation of the Common Read and the creation of a digital portfolio. The course is also meant to refine students' approach to college learning and instill a respect and appreciation for the value of a liberal arts and science education. The class meets once a week for 50 minutes. Required of all freshman students participating in the Learning Communities program. Pass/Fail only.

Credits: 1

Every Fall and Spring

FYS 1G First Year Seminar

FYS 1G is a specially designated FYS 1 class designed for the Plan for Academic Success students. All incoming freshman are programmed for First Year Seminar 1, an interactive and informative course that is designed to provide students with the foundation necessary to thrive in their academic ventures. Meeting once a week for 50 minutes, students engage in lively workshops that help develop the academic, professional and life skills necessary for success in their first year at

LIU Brooklyn. Extending beyond the classroom setting, FYS 1 instructors serve as personal guides and mentors for students throughout their entire first year of college. The First Year Seminar is designed to help first-time freshmen and transfer students transition into successful members of the LIU community. This includes developing critical thinking, reading and reflective writing skills through the incorporation of the Common Read and the creation of a digital portfolio. The course is also meant to refine students' approach to college learning and instill a respect and appreciation for the value of a liberal arts and science education. Required of all freshman students in the Plan for Academic Success program. Pass/Fail only.

Credits: 1

Every Fall and Spring

FYS 1H First Year Seminar

FYS 1H is a specially designated FYS 1 class designed for students in the Gateway to Honors Program. The Honors FYS 1 is an interactive and informative course that is designed to provide students with the foundation necessary to thrive in their academic ventures. Gateway students meet once a week to engage in workshops, field trips, and collaborative projects that help develop the academic, professional and life skills necessary for success in their first year at LIU Brooklyn. The First Year Seminar is designed to help first-time freshmen and transfer students transition into successful members of the LIU community. This includes developing critical thinking, reading and reflective writing skills through the incorporation of the Common Read and the creation of a digital portfolio. The course is also meant to refine students' approach to college learning and instill a respect and appreciation for the value of a liberal arts and science education. First-year students enrolled in the Honors Sequence are not required to take FYS 1. Pass/Fail only.

Credits: 1

Every Fall

FYS 1S First Year Seminar

FYS 1S is a specially designated FYS 1 class designed for NCAA Division 1 student-athletes. All incoming freshman are programmed for First Year Seminar 1, an interactive and informative course that is designed to provide students with the foundation necessary to thrive in their academic ventures. Meeting once a week for 50 minutes, students engage in lively workshops that help develop the academic, professional and life skills necessary for success in their first year at LIU Brooklyn. The First Year Seminar is designed to help first-time freshmen and transfer students transition into successful members of the LIU community. This includes developing critical thinking, reading and reflective writing skills through the incorporation of the Common Read and the creation of a digital portfolio. The course is also meant to refine students' approach to college learning and instill a respect and appreciation for

the value of a liberal arts and science education. Extending beyond the classroom setting, FYS 1 instructors serve as personal guides and mentors for students throughout their entire first year of college. Pass/Fail only.

Credits: 1

Every Fall and Spring

FYS 1T First Year Seminar

FYS 1T is a specially designated FYS 1 class designed for transfer students with fewer than 30 credits. All incoming freshman are programmed for First Year Seminar 1, an interactive and informative course that is designed to provide students with the foundation necessary to thrive in their academic ventures. Meeting once a week for 50 minutes, students engage in lively workshops that help develop the academic, professional and life skills necessary for success in their first year at LIU Brooklyn. Extending beyond the classroom setting, FYS 1 instructors serve as personal guides and mentors for students throughout their entire first year of college. The First Year Seminar is designed to help first-time freshmen and transfer students transition into successful members of the LIU community. This includes developing critical thinking, reading and reflective writing skills through the incorporation of the Common Read and the creation of a digital portfolio. The course is also meant to refine students' approach to college learning and instill a respect and appreciation for the value of a liberal arts and science education.

Required for transfer students with fewer than 30 credits. Pass/Fail only.

Credits: 1

Every Fall and Spring

SCHOOL OF BUSINESS, PUBLIC ADMINISTRATION AND INFORMATION SCIENCES

The School of Business, Public Administration and Information Sciences at LIU Brooklyn prepares students for professional careers in business and government. In addition to excellence in teaching, the depth and variety of academic study options and professional enrichment offerings combine to create a dynamic learning environment that provides students with the stimulation, networking opportunities, diversity and inspiration required for true academic success and professional development. Students are engaged and challenged by an internationally recognized faculty. Small classroom environments allow students to better gain knowledge, skills and ethical values in their study areas, as well as to develop the ability to evaluate current and emerging global issues and opportunities. Students' experiential learning includes multidisciplinary teamwork, case studies and consulting projects, all of which help our students gain national recognition and placement in top firms and government agencies.

The School of Business, Public Administration and Information Sciences offers the degrees of Associate in Applied Science in Business Administration; Bachelor of Science in Accounting, Computer Science, Entrepreneurship, Finance, Healthcare Management, Management (available with a concentration in Human Resource Management), Marketing, and Technology Management; Bachelor of Science/Master of Science in Accounting; Master of Business Administration (M.B.A.) in Accounting; Master of Business Administration (M.B.A.) with concentrations in Entrepreneurship, Finance, International Business, Human Resource Management, Management, Management Information Systems, and Marketing (the MBA is also available as a cohorted accelerated One-Year MBA for all concentrations); Master of Science in Accounting, Computer Science, Human Resource Management, and Taxation; Master of Public Administration (M.P.A.) with specializations in Public Administration and Health Administration; Advanced Certificates in Gerontology Administration, Human Resource Management and Non-profit Management; and a collaborative program leading to the United Nations Advanced Certificate and Master of Public Administration.

Undergraduate programs in the School of Business, Public Administration and Information Sciences lead to the Bachelor of Science and the Associate in Applied Science. The Bachelor of Science/Master of Science leads to the Master of Science Degree. The School consists of four academic units, of which three offer undergraduate and dual degrees: Department of Finance, Law, Accounting, and Taxation; Department of Technology, Innovation, and Computer Science; and Department of Managerial Sciences. These departments offer minors which are available to all LIU Brooklyn students. Students may choose one of the following minors: Accounting, Business, Computer Science, Entrepreneurship, Fashion Merchandising, Finance, Healthcare Management, Human Resource Management, Management, Marketing, and Technology.

For information, please contact the Dean's Office at 718-488-1130, fax 718-488-1125, email us at business@brooklyn.liu.edu, or visit the website at www.liu.edu/brooklyn/business.

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Mission Statement

The School of Business, Public Administration, and Information Sciences at LIU Brooklyn is dedicated to advancing scholarship and preparing our diverse student population to meet the challenges of their future. Located in the heart of Brooklyn, New York, we have been both tightly connected to and reflective of our community for almost 100 years, embracing LIU's overarching mission of *access* and *excellence*.

Our mission is to provide a transformational educational experience for our students based on the following principles:

- Our programs are *relevant*. Our faculty maintains close ties to practice and are continually updating their skills to keep up with our students' needs. Our courses apply theory to practice and provide a wide variety of experiential learning opportunities.
- We teach our students to be *entrepreneurial*- they learn to create value in society through creativity and innovation.
- We believe in *ethical* professional practices and are committed to public and community service.
- We believe that all students have *value*. We foster close ties between faculty and students through small class sizes and faculty availability.

By following these principles, we produce graduates with:

- Marketable skills that lead to successful job placement and productive careers.
- Critical thinking and problem solving abilities that make them into lifelong learners.
- A commitment to ethics and civic responsibility that makes them solid global citizens.

Vision

In order to execute on our mission, we aspire to the following:

- We will be a *school of choice*- our culture, faculty and programs will differentiate us from our competition so that students make a deliberate choice to enroll here.
- We will act *entrepreneurially* to constantly re-evaluate our programs and curricula and seek opportunities to grow our enrollment and improve our brand.
- We will be *innovative* and *creative* in order to design programs and pedagogy that are unique, relevant, and cutting edge.
- We will teach our students to use the *technology* that they will need to succeed in today's workplace.
- We will *enhance traditional modes of course delivery* with modern tools and techniques to improve meaning and effectiveness for our students.

Academic Policies

Probation/Unsatisfactory Grades

Students are expected to maintain at least a 2.00 cumulative grade point average in any of the undergraduate programs of the school. Students enrolled in the Bachelor of Science/Master of Science are expected to maintain a minimum of 3.0 cumulative grade point average. Students who do not maintain this standard will be placed on probation. The Academic Standing Committee will make a recommendation to the dean concerning the student's potential to successfully complete the program. The dean will make the final disposition of the case.

Plagiarism

Plagiarism is a practice that is not only unacceptable, but which is to be condemned in the strongest terms possible on the basis of moral, educational and legal grounds. Under university policy, plagiarism may be punishable by a range of penalties up to and including failure in an individual course and/or expulsion from the School of Business, Public Administration and Information Sciences and the university.

Application for Degree

A candidate for graduation is expected to apply for graduation on-line at www.my.liu.edu by the deadline specified in the Academic Calendar. Alternatively, degree applications forms can be submitted to Office of Enrollment Services.

Academic Advisement

The School of Business, Public Administration, and Information Sciences provides professional academic advisement to assist all students in academic planning for all programs of the school. The School of Business, Public Administration and Information Sciences Advisement Office can be reached by phone at 718-488-1121 or email at joan.pierre@liu.edu. The office is located in the Humanities Building, Room 700.

DEPARTMENT OF FINANCE, LAW, ACCOUNTING AND TAXATION

Professors Fischman, Uzun

Associate Professors Scerbinski (Chair) Chung,
Morgan, Zheng

Assistant Professor Angeli

Adjunct Faculty: 11

Accountants provide financial information for evaluating the present and planned activities of companies and organizations. Accounting prepares those planning a career in business with a solid, yet versatile professional background. The field offers employment opportunities in a wide variety of areas. Every company, regardless of its size or structure, has an accounting function and employs the services of certified public accountants, auditors, tax advisors, financial managers and consultants. According to the U.S. Department of Labor's Bureau of Labor Statistics, accounting jobs are expected to grow nearly 22% by 2018.

Accountants evaluate past performances of companies and make recommendations for improved performance. It's the accountant's responsibility to devise effective cost-cutting strategies aimed at improving an organization's overall performance. They are essential to the effective operations of businesses, government agencies and non-profit organizations.

The Department of Finance, Law, Accounting, and Taxation offers three degrees. One is a four-year Bachelor of Science in Accounting for students planning on careers in banking, government, industry, or public accounting. The second degree is the five-year combined Bachelor of Science/Master of Science program designed to prepare students for current and future requirements for CPA licensure. The third degree is a B.S. in Finance which provides students with the framework for financial decision making by individuals, small business firms, financial institutions and large corporation. In addition, the department offers minors in Accounting and Finance.

B.S. in Accounting

The B.S. in Accounting prepares students for employment in either the public, private, government or not-for-profit sectors as well as entry-level positions in business, financial and accounting firms. Students learn essential skills in financial and managerial accounting, taxation and auditing. The curriculum provides a systems approach to prepare students to be technically competent, alert to ethical issues and able to adapt to changes in technology, regulation and globalization.

B.S., Accounting

[Program Code: 06888]

Graduation Requirements

Students must satisfy the Placement, Proficiency, First Year Seminar and Core Curriculum criteria outlined in the Graduation Requirements section of this bulletin.

Core Curriculum requirements for this major are summarized below:

Core Seminar 3 credits

Humanities

English Composition 3 credits
English Literature 6 credits
Philosophy 6 credits
Foreign Language not required

Social Sciences

History 6 credits
Economics 6 credits

Science and Mathematics

Mathematics 3 credits
Science 10 credits

(BIO 22, CHM 21 & PHY 20)

Communication, Visual & Performing Arts

Speech 3 credits
Visual & Performing Arts not required

Liberal Arts Elective Requirements:

Introductory Arts & Sciences Electives (1) 6 credits
Advanced Arts & Sciences Electives (2) 9 credits

(1) Any Introductory or advanced course offered by Conolly College

(2) Any advanced course (numbered over 100) offered By Conolly College

Advanced Credit Requirement

Minimum of 48 Advanced Credits is Required:

Courses numbered above 100 offered by Conolly College and numbered above 202 offered by the School of Business, Public Administration and Information Sciences must be taken to meet the advanced credit requirement. Business courses numbered 111, 112, 201 and 202 do not satisfy this requirement.

Business Core: 33 credits

The following eleven (11) courses are required:

ACC	111	Principles of Accounting I	3.00
ACC	112	Principles of Accounting II	3.00
BUS	228	Business Statistics I	3.00
BUS	229	Business Statistics II	3.00
FIN	201	Financial Markets and Institutions	3.00
FIN	202	Introduction to Corporate Finance	3.00

LAW	211	Introduction to Law and Legal Reasoning	3.00
LAW	212	The Legal Environment of Business	3.00
MAN	201	Principles of Management	3.00
MAN	231	Managerial Communications	3.00
MKT	201	The Fundamentals of Marketing	3.00

Computer Science Core: 3 Credits

CS	9B	Spreadsheets	1.00
CS	9E	Advanced Word Processing	1.00
CS	9K	Advanced Spreadsheets	1.00

OR

CS	101	Fundamentals of Computer Science and Information Sciences	3.00
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Major Requirements

Must complete all courses listed below.

ACC	221	Intermediate Accounting I	3.00
ACC	222	Intermediate Accounting II	3.00
ACC	329	Accounting Information Systems	3.00
ACC	331	Management Accounting	3.00
ACC	338	Advanced Accounting	3.00
ACC	442	Auditing	3.00
ACC	445	Federal Income Tax	3.00
ACC	454	Contemporary Topics in Accounting	3.00
FIN	315	Financial Statement Analysis	3.00

Advanced Business Elective Requirement: 3 Credits

Any course offered by the School of Business numbered over 212 or is not part of the business core requirement

Credit and GPA Requirements

Minimum Total Credits: 128

Minimum Liberal Arts and Sciences Credits: 65

Minimum Major Credits: 63

Minimum Advanced Credit Requirement: 48 (see above for details)

Minimum Major GPA: 2.0

Minimum Overall GPA: 2.0

B.S./M.S. in Accounting

The B.S./M.S. in Accounting degree expands the undergraduate's accounting knowledge through graduate coursework emphasizing practical application of accounting theory in the complexities of today's international economic environment. This program meets the 150-hour

Certified Public Accountant licensing requirements in New York State as well as in other states.

B.S. / M.S., Accounting

[Program Code: 19994]

Graduation Requirements

Students must satisfy the Placement, Proficiency, Orientation Seminar and Core Curriculum criteria outlined in the Graduation Requirements section of this bulletin.

Core Curriculum requirements for this major are summarized below:

Core Seminar	3 credits
Humanities	
English Composition	3 credits
English Literature	6 credits
Philosophy	6 credits
Foreign Language	not required

Social Sciences

History	6 credits
Economics	6 credits

Science and Mathematics

Mathematics	3 credits
Science	10 credits

(BIO 22, CHM 21 & PHY 20)

Communication, Visual & Performing Arts

Speech	3 credits
Visual & Performing Arts	not required

Liberal Arts Elective Requirements:

Introductory Arts & Sciences electives (1)	7 credits
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(1) Any introductory or advanced course offered by Conolly College

Business Core: 30 credits

The following ten (10) courses are required:

ACC 111	Principles of Accounting I	3.00
ACC 112	Principles of Accounting II	3.00
BUS 228	Business Statistics I	3.00
FIN 201	Financial Markets and Institutions	3.00
FIN 202	Introduction to Corporate Finance	3.00
LAW 211	Introduction to Law and Legal Reasoning	3.00
LAW 212	The Legal Environment of Business	3.00
MAN 201	Principles of Management	3.00
MAN 231	Managerial Communications	3.00
MKT 201	The Fundamentals of Marketing	3.00

Computer Science Core: 3 Credits

CS 9B	Spreadsheets	1.00
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CS 9E	Advanced Word Processing	1.00
CS 9K	Advanced Spreadsheets	1.00
OR		
CS 101	Fundamentals of Computer Science and Information Sciences	3.00

Major Requirements

Accounting, Finance, and Taxation

Requirements: 48 Credits

Must complete all 16 courses listed below:

ACC 221	Intermediate Accounting I	3.00
ACC 222	Intermediate Accounting II	3.00
ACC 329	Accounting Information Systems	3.00
ACC 331	Management Accounting	3.00
ACC 338	Advanced Accounting	3.00
ACC 442	Auditing	3.00
ACC 454	Contemporary Topics in Accounting	3.00
ACC 712	Accounting Information Systems	3.00
ACC 720	Not-for-Profit/Government Accounting	3.00
ACC 742	Financial Statement Analysis	3.00
ACC 752	Advanced Auditing	3.00
ACC 765	Accounting and Reporting I	3.00
ACC 766	Accounting and Reporting II	3.00
FIN 315	Analysis of Financial Statements	3.00
TAX 716	Federal Income Tax Principles	3.00
TAX 722	Corporate Taxation	3.00
Additional Required Graduate Courses: 15 Credits		
BUS. Elective	Any Advanced Business Course	3.00
ECO	Graduate Economics Course	3.00
ACC or TAX	Any 700 level Advanced Accounting or Taxation Course	9.00

Credit and GPA Requirements

Minimum Total Credits: 150
 Minimum Liberal Arts and Sciences Credits: 60
 Minimum Major Credits: 90
 Minimum Major GPA: 3.0

Minimum Overall GPA: 3.0

B.S. in Business Finance

Finance is a powerful and influential field that can be defined as the art and science of managing money. Virtually all individuals and organizations earn or raise money and spend or invest money.

Finance is concerned with the process institutions, markets and instruments involved in the transfer of money among and between individuals, businesses and governments. The study of finance provides a consistent framework for financial decision-making by individuals, small business firms, financial institutions and large corporations. It is an essential business function and all business students should have at least an exposure to the issues.

The B.S. in Business Finance provides students with a broad-based understanding of the principles that govern financial institutions and markets, and the strategies they employ to maximize investor returns while minimizing risk. The program develops students' professional competencies as financial executives and prepares them for careers in corporate finance, investment banking, international finance security, analysis brokerage and securities trading, and portfolio management.

B.S., Business Finance

[Program Code: 06895]

Graduation Requirements

Students must satisfy the Placement, Proficiency, Orientation and Core Curriculum criteria outlined in the Graduation Requirements section of this bulletin.

Core Curriculum requirements for this major are summarized below:

Core Seminar	3 credits
Humanities	
English Composition	3 credits
English Literature	6 credits
Philosophy	6 credits
Foreign Language	not required

Social Sciences

History	6 credits
Economics	6 credits

Science and Mathematics

Mathematics	3 credits
Sciences	10 credits

(BIO 22, CHM 21 & PHY 20)

Communication, Visual & Performing Arts

Speech	3 credits
Visual & Performing Arts	not required

Liberal Arts Elective

Requirements:

Introductory Arts & Sciences Electives (1)	6 credits
Advanced Arts & Sciences Electives (2)	3 credits

(1) Any introductory or advanced course offered by Conolly College

(2) Any advanced course (numbered over 100) offered by Conolly College

Advanced Credit Requirement

Minimum of 48 Advanced Credits is Required:

Courses numbered above 100 offered by Conolly College of Liberal Arts & Sciences and numbered above 202 offered by the School of Business, Public Administration and Information Sciences must be taken to meet the advanced credit requirement. Business courses numbered 101, 110, 201 and 202 do not satisfy this requirement.

Advanced Economics Requirement: 6 Credits

ECO 118	Modern Economic Thinkers	3.00
ECO 125	International Economics	3.00
ECO 129	Problems of the Modern American Economy	3.00
ECO 132	Comparative Economic Systems	3.00
ECO 133	Public Finance and Fiscal Policy	3.00

Business Core Requirements

The following thirteen (13) courses are required:

ACC 110	Accounting for Business Majors	3.00
BUS 101	Introduction to Business in the 21st Century	3.00
BUS 110	Foundations of Business Information Systems	3.00
BUS 228	Business Statistics I	3.00
BUS 229	Business Statistics II	3.00
ENT 200	Entrepreneurship & Innovation	3.00
FIN 201	Financial Markets and Institutions	3.00
FIN 202	Introduction to Corporate Finance	3.00
IBU 221	International Business	3.00
LAW 201	Business, Law, and Society	3.00
MAN 201	Principles of Management	3.00
MAN 231	Managerial Communications	3.00
MKT 201	The Fundamentals of Marketing	3.00

Major Requirements:

Finance Specialization Requirement: 15 Credits

FIN 315	Analysis of Financial Statements	3.00
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FIN 325	Financial Strategies in an Uncertain Economy	3.00
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FIN 450	Seminar: Current Topics in Finance	3.00
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Any two (2) Advanced Finance 400 level Finance Courses

Advanced Business Electives: 9 Credits

Three (3) advanced business courses numbered over 202

Capstone Experience: 3 Credits

BUS 401	Business Policy	3.00
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Credit and GPA Requirements

Minimum Total Credits: 128
 Minimum Liberal Arts and Sciences Credits: 65
 Minimum Major Credits: 63
 Minimum Advanced Credit Requirement: 48 (see above for details)
 Minimum Major GPA: 2.0
 Minimum Overall GPA: 2.0

MINORS

Minor in Accounting

The Accounting Minor is designed to provide students with an extended background in accounting to complement their major. Accounting, at the core of all business, is critical for any other field in business as well as of interest to students from various disciplines leading to positions in government, not for profits, and corporations.

Accounting minor requires the following 15 credits:

ACC 111	Principles of Accounting I	3.00
ACC 112	Principles of Accounting II	3.00
ACC 221	Intermediate Accounting I	3.00
ACC 329	Accounting Information Systems	3.00
ACC 331	Management Accounting	3.00

Credit and GPA Requirements

Minimum Total Credits: 15
 Minimum Minor GPA: 2.0

Minor in Finance

The finance minor is designed to provide students with a solid knowledge of financial markets, financial concepts, statement analysis and techniques of financial management. Many of the finance courses require a background in accounting and quantitative analysis. Some courses have prerequisites not included in the minor. Consult the course descriptions to determine the prerequisites.

The finance minor requires the following 15 credits:

FIN 201	Financial Markets and Institutions	3.00
FIN 202	Introduction to Corporate Finance	3.00
FIN 315	Analysis of Financial Statements	3.00
FIN 325	Financial Strategies in an Uncertain Economy	3.00

One (1) advanced finance course numbered over 202.

Credit and GPA Requirements

Minimum Total Credits: 15
 Minimum Minor GPA: 2.0

Accounting Courses

ACC 110 Accounting for Business Majors

This course is a survey of financial and managerial accounting for majors other than Accounting. The course includes an overview of accounting responsibilities of the manager, including budgeting, and decision-making. In addition, the course covers, accounting procedures, preparation and the interpretation of financial statements and the need and procedures for internal controls.

The pre-requisites of BUS 101 and 110 are required.

Credits: 3

Every Fall and Spring

ACC 111 Principles of Accounting I

An introduction to the fundamental principles and theory of accounting applied to business organizations. Topics covered during the semester include the balance sheet, income statement, and the principles required to understand financial accounting information. Consideration is given to the recording process, income determination, and the effect of accounting concepts on financial statements.

Credits: 3

Every Fall and Spring

ACC 111W Principles of Accounting-Lab

The workshop reinforces the accounting principles, theories and applications, covered in Accounting 111. In addition, the lab/workshop is meant to help students with reading comprehension in the accounting field, critical thinking, problem solving, and to promote team work through guided studies. It is a Pass/Fail workshop. Special Fee: \$125.00.

Credits: 0

Every Fall and Spring

ACC 112 Principles of Accounting II

The second course on accounting fundamentals. Building upon Accounting 111, the course covers additional topics in financial statement development and how cost relationships affect management planning and supervising. Case analysis is utilized to provide a solid foundation in the principles of accounting.

The pre-requisite of ACC 111 is required.

Credits: 3

Every Fall and Spring

ACC 112W Principles of Accounting-Lab

The workshop reinforces the accounting principles, theories and applications, covered in Accounting 112. In addition, the lab/workshop is meant to help students with reading comprehension in the accounting field, critical thinking, problem solving, and to promote team work through guided studies. It is a Pass/Fail workshop. Special fee: \$125.00.

Credits: 0

Every Fall and Spring

ACC 120 Not-for-Profit/ Governmental Accounting

A study of budgeting, planning and reporting for nonprofit organizations, government agencies, hospitals and educational institutions. Fund accounting principles are covered.

The pre-requisites of ACC 111 and 112 are required.

Credits: 3

On Occasion

ACC 221 Intermediate Accounting I

An in-depth study of concepts of financial accounting and income determination; analysis of current accounting theory.

The pre-requisites of ACC 111 and 112 are required.

Credits: 3

Every Fall and Spring

ACC 222 Intermediate Accounting II

The course continues Accounting 221 and includes topics such as stockholder equity, retained earnings, earnings per share, stock options, revenue recognition, accounting changes and error analysis, statement of cash flows and full disclosure in financial reporting.

The pre-requisites of ACC 221 and FIN 201 are required.

Credits: 3

Every Fall and Spring

ACC 329 Accounting Information Systems

A study of the principles of computerized accounting, databases, and the way information flows through accounting systems. This course develops an understanding of accounting information, information technology, operational support and internal control.

The pre-requisites of ACC 111 and 112 are required.

Credits: 3

Every Fall

ACC 331 Management Accounting

A study of the principles of cost accounting in relation to managerial usage. Job order cost systems are developed, and direct costing, relevant costing, profit planning and budgeting are considered. Students will learn to relate these topics to real world businesses.

The pre-requisite of ACC 222 is required or permission from the Chairperson of the Department.

Credits: 3

Every Fall

ACC 338 Advanced Accounting

A study of consolidated financial statements, international accounting, partnerships, governmental accounting, bankruptcy, and other advanced topics.

The pre-requisite of ACC 222 is required.

Credits: 3

Every Fall

ACC 393 Independent Study

For those students in the last semester of their senior year who require one to three credits to meet minimum requirements for graduation. Students must complete an Application for Independent Study to be approved by the Department Chair and the Dean. Students are assigned to a faculty member who supervises the Independent Study course or project. Student may be required to write a research paper in addition to all other course requirements.

Credits: 3

On Demand

ACC 395 Honors Study

Honors study is designed to give outstanding students an opportunity to do independent work in their major under the guidance of a member of the faculty. There are no regular class meetings. To be eligible, a student must have upper junior or senior status; 12 credits in one of the majors of the School of Business, Public Administration and Information Sciences; a cumulative quality-point ratio of 3.0 and a 3.25 ratio in the major subject; the permission of the Chair of the Department and the Dean. Students must complete an Application for Honors Study outlining the research project or independent work to be undertaken and the name of the supervising faculty member. A total of six credits of Honors Study is the maximum allowed.

Credits: 3

On Demand

ACC 396 Honors Study

Honors study is designed to give outstanding students an opportunity to do independent work in their major under the guidance of a member of the faculty. There are no regular class meetings. To be eligible, a student must have upper junior or senior status; 12 credits in one of the majors of the School of Business, Public Administration and Information Sciences; a cumulative quality-point ratio of 3.0 and a 3.25 ratio in the major subject; the permission of the Chair of the Department and the Dean. Students must complete an Application for Honors Study outlining the research project or independent work to be undertaken and the name of the supervising faculty member. A total of six credits of Honors Study is the maximum allowed.

Credits: 3

On Demand

ACC 442 Auditing

This course provides an introduction to auditing, including basic concepts, techniques, and audit applications. The course covers a review of standards and procedures currently used by independent public accountants in examining financial statements and their applications in report preparation. The ethical concepts and requirements of the profession are reviewed together with an overview of the legal responsibilities of audit professionals.

The pre-requisites of ACC 221, 222, 329, 331 and 338 are all required.

Credits: 3

Every Spring

ACC 445 Federal Income Tax

This course is an introduction to basic federal tax. The application of federal requirements to individual tax returns is considered. The study of tax law will cover topics concerning income recognition, exclusions, property transactions, including capital gains and losses, and tax computations.

The pre-requisites of ACC 331 and 338 are required.

Credits: 3

Every Spring

ACC 454 Contemporary Topics in Accounting

A study of ethics, regulation, emerging issues and other topics relevant to contemporary accounting. The pre-requisites of ACC 331 and 338 are required.

Credits: 3

Every Spring

Business Courses

BUS 228 Business Statistics I

A study of the foundations in statistical methods as they apply to the analysis of business conditions and projections. Topics covered include: graphic and tabular representations, measure of central tendency and dispersion, probability, binomial and normal distributions, sampling distributions and hypothesis testing, simple regression and correlation analysis, and index numbers.

The pre-requisite of MTH 16 or MTH 30 or MTH 40 is required.

Credits: 3

Every Fall and Spring

BUS 229 Business Statistics II

This course prepares students to apply statistics and probability concepts to business decisions. Students learn important criterion for developing effective research questions, including the creation of appropriate sampling populations and instruments. Other topics include descriptive statistics, probability concepts, confidence intervals, sampling designs, data collection, and data analysis including parametric and nonparametric tests of hypothesis and regression analysis.

The pre-requisite of BUS 228 is required.

Credits: 3

Every Fall and Spring

Finance Courses

FIN 201 Financial Markets and Institutions

This course is designed to familiarize students with the U.S. financial system -its financial institutions, financial markets, and financial instruments and its

relationship to the aggregate economy with which the manager must interact when making financial or investment decisions on behalf of companies, nonprofit institutions, government agencies or individuals.

ACC 111, MTH 16 or MTH 30 OR BUS 101, BUS 110, MTH 16, or MTH 30.

Credits: 3

Every Fall and Spring

FIN 202 Introduction to Corporate Finance

This course is designed to familiarize students with the theory of value and financial decision making in the firm relating to financial analysis and planning, working capital management, investing in fixed assets, and the long-term financing of assets - concepts that apply to any type of company or nonprofit institution.

The pre-requisite of FIN 201 is required.

Credits: 3

Every Fall and Spring

FIN 315 Analysis of Financial Statements

Balance sheets and income reports are analyzed individually and comparatively for their value to owners, managers, investors and creditors. Determination of standard ratios and variations in earnings. Each student prepares an analysis of actual reports issued to the public.

The pre-requisite of ACC 110 or 111 is required; and the pre-requisite of FIN 202 is also required.

Credits: 3

Every Fall and Spring

FIN 325 Financial Strategies in an Uncertain Economy

This course examines the problems of making major financial decisions in a dynamic, uncertain environment. External variables from financial markets, real goods markets, labor markets, and international markets, as well as fiscal policy implementation and monetary policy implementation are identified. The problems of monitoring and forecasting those variables are considered. Decision making is practiced.

The pre-requisites of FIN 202 and BUS 228 are required.

Credits: 3

Every Fall

FIN 393 Independent Study

For those students in the last semester of their senior year who require one to three credits to meet minimum requirements for graduation. Students must complete an Application for Independent Study to be approved by the Department Chair and the Dean. Students are assigned to a faculty member who supervises the Independent Study course or project. Students may be required to write a research paper in addition to all other course requirements.

Credits: 3

On Demand

FIN 395 Honors Study

Honors Study is designed to give out-standing students an opportunity to do independent work in their major under the guidance of a member of the faculty. There are no regular class meetings. To be eligible, students must have upper-junior or senior status, 12 credits in one of the major fields of the School of business, Public Administration and Information Sciences, a cumulative quality-point ration of 3.00 and a 3.25 ration in their major subject, and the permission of the Chair of the Department and the Dean. Students must complete an Application for Honors Study outlining the research project or independent work to be undertaken and the name of the supervising faculty member. A total of six credits of Honors Study is the maximum allowed.

Credits: 3

On Demand

FIN 396 Honors Study

Honors Study is designed to give out-standing students an opportunity to do independent work in their major under the guidance of a member of the faculty. There are no regular class meetings. To be eligible, students must have upper-junior or senior status, 12 credits in one of the major fields of the School of business, Public Administration and Information Sciences, a cumulative quality-point ration of 3.00 and a 3.25 ration in their major subject, and the permission of the Chair of the Department and the Dean. Students must complete an Application for Honors Study outlining the research project or independent work to be undertaken and the name of the supervising faculty member. A total of six credits of Honors Study is the maximum allowed.

Credits: 3

On Demand

FIN 397 Internship Study

For Sophomore-Senior student in good academic standing who has taken the introductory course in the discipline and at least 6 additional credits of advanced coursework in the discipline. Student's internship must be approved by the department. Students are assigned to a faculty member who supervises the Internship Study course or project. Students may be required to write a research paper or complete a project in addition to all other course requirements.

The pre-requisites of FIN 101, FIN 102 and two advanced Finance courses.

Credits: 1 to 3

On Demand

FIN 403 Security Analysis

Qualitative and quantitative techniques used in evaluating securities, as well as practical tests of investment theories. Emphasis is placed on the special problems encountered in analyzing industrial, railroad, public utility, bank and insurance company issues, stressing economic as well as financial considerations.

The pre-requisites of FIN 202 and BUS 228 are required.

Credits: 3

Every Spring

FIN 404 Portfolio Management

Considers the most efficient methods of meeting the investment objectives of investors, both for individuals and for institutions. Portfolio patterns are analyzed and appraised in terms of those objectives, economic changes, interest rate movements, tax and legal considerations.

The pre-requisites of FIN 201, FIN 202 and BUS 229 are required.

Credits: 3

Every Spring

FIN 405 Corporate Financial Policies

A study of the cost of liquidity of an individual corporate enterprise. Problems are centered around capital budgeting, structure of capital, cost of capital, and mergers, acquisitions and corporate reorganization.

The pre-requisites of FIN 202 and BUS 228 or MTH 100 are required.

Credits: 3

Every Fall

FIN 407 Financial Management of Banks

A study of asset management, liability management, liquidity management, futures hedging, credit analysis and loan portfolio management, investment portfolio management, capital funds management, real estate appraisal, trust services and bank client services, including IRA and Keogh planning.

The pre-requisite of FIN 325 is required.

Credits: 3

On Occasion

FIN 409 International Finance

Analysis of the balance of payments and the International Monetary System. Includes the role of reserves in international payments, the adequacy of international liquidity, a study of the proposed international monetary arrangements, and the role of the World Bank, International Monetary Fund and other facilitating agencies.

The pre-requisite of FIN 202 is required.

Credits: 3

Every Spring

FIN 410 International Banking

A survey of the organization, structure, function and regulation of the international activities of U.S. banks. An examination is made of the role and impact of the international financial and money market activities, along with a comparison of foreign banking structure and organization with that of U.S. banks. The international lending decision process and the use made of the international banking facilities by multinational firms are also analyzed.

The pre-requisites of FIN 201 and FIN 202 are required.

Credits: 3

On Occasion

FIN 450 Seminar: Current Topics in Finance

Advanced financial topics. Required for all finance majors.

The pre-requisite of FIN 325 is required.

Credits: 3

Every Spring

Law Courses

LAW 201 Business, Law, and Society

This course explores the legal and social contexts within which businesses operate and the interaction between business entities and the American legal system. Students examine various areas of law that are inherently associated with operating a business enterprise, workplace issues, regardless of career path, and transactions that are commonplace in their daily lives. Topics include, but are not limited to, laws pertaining to contracts, sales, torts, antitrust, securities regulations, employment discrimination, as well as ethics, and the legal aspect of different business entities forms. Students from all disciplines should benefit from this course.

The pre-requisites of BUS 101 and BUS 110 required.

Credits: 3

Every Fall and Spring

LAW 211 Introduction to Law and Legal Reasoning

An introduction to law and the legal system, the case method of study, and legal reasoning. Topics covered are intentional torts, negligence, contracts, agency, employment law and the Uniform Commercial Code, particularly the law of sales and commercial paper.

Credits: 3

Every Fall and Spring

LAW 212 The Legal Environment of Business

Personal and real property law. The study of partnerships, limited liability companies, corporations, bailments and other forms of business organization, including an introduction to securities law. Also covered are insurance, suretyship, bankruptcy, estates and trusts, and an accountant's professional responsibility.

Pre-requisite of LAW 211 is required.

Credits: 3

Every Fall and Spring

DEPARTMENT OF MANAGERIAL SCIENCES

Professors Minowa (Chair), Sherman
Associate Professors Amrouche, Belliveau, Dinur
Assistant Professor Aditya
Adjunct Faculty: 7

Change is the norm for 21st century and therefore the management of change, especially technological change, is paramount for anyone desiring a successful career in business, government, and not-for-profit administration. Whether a student is interested in finance, marketing, or management as a career path, or even starting their own business, knowledge is the key to successfully managing in turbulent times. The Department of Management Sciences therefore provides all majors a common knowledge and skill set abilities developed to prepare students for managing in the global marketplace. These skills include: communication, critical thinking and analysis, teamwork, appreciation of global and ethnic diversity, ethics and social responsibility, functional and technical skills.

A.A.S. in Business Administration

A career in business can start sooner than you think with the right education and strategy. The two-year A.A.S. in Business Administration prepares students for the competitive early start in the job market by providing you with the basic business competencies and skills necessary to succeed on the job. After successful completion of the associate degree, students may pursue a bachelor of science degree or a bachelor of science/ master of science degree offered by the School of Business, Public Administration and Information Sciences without loss of credits

A.A.S., Business Administration

[Program Code: 06966]

Graduation Requirements

Students must satisfy the Placement, Proficiency, Orientation Seminar and Core Curriculum criteria outlined in the Graduation Requirements section of this bulletin.

Core Curriculum requirements for this major are summarized below:

Core Seminar	3 credits
Humanities	
English Composition	3 credits
Foreign Language	not required
Social Sciences	
Economics	6 credits
Science and Mathematics	
Mathematics	3 credits

Science 10 credits
(BIO 22, CHM 21 & PHY 20)

Communication, Visual & Performing Arts

Speech 3 credits
Visual & Performing Arts not required

Arts and Sciences Electives: 6 Credits

Any introductory (1) or advanced course (2) offered by Conolly College
(1) Any Introductory or advanced course offered by Conolly College
(2) Any advanced course (numbered over 100) offered by Conolly College

Major Requirements

The following seven (7) courses are required:

ACC 110	Accounting for Business Majors	3.00
BUS 101	Introduction to Business in the 21st Century	3.00
BUS 110	Foundations of Business Information Systems	3.00
ENT 200	Entrepreneurship & Innovation	3.00
FIN 201	Financial Markets and Institutions	3.00
MAN 201	Principles of Management	3.00
MKT 201	The Fundamentals of Marketing	3.00

Business Electives: 9 Credits

Any introductory or advanced course offered by the School of Business, Public Administration and Information Sciences

Credit and GPA Requirements

Minimum Total Credits: 65
Minimum Liberal Arts and Sciences Credits: 35
Minimum Major Credits: 30
Minimum Major GPA: 2.0
Minimum Overall GPA: 2.0

B.S. in Business Management

Managers play a critical role in shaping America's future. Businesses need managers who are effective, creative, disciplined, ethical and well educated. The management degree gives students the necessary career skills to obtain diverse and innovative managerial and professional positions in all areas of business. Career opportunities include management positions in manufacturing companies, business and management consulting, financial planning and banking, sales management, marketing and personnel administration.

The B.S. in Business Management is designed to give students a broad perspective of organizational management and the marketplace while developing the sound judgment and the professional competency necessary for a career in any business field. The program develops students' leadership, teamwork and

communication skills along with computer and quantitative competence.

Students receive in-depth training in managerial planning, human resources management, decision-making, strategy development, operations management, organizational behavior and service management.

B.S., Business Management

[Program Code: 06986]

Graduation Requirements

Students must satisfy the Placement, Proficiency, Orientation Seminar and Core Curriculum criteria outlined in the Graduation Requirements section of this bulletin.

Core Curriculum requirements for this major are summarized below:

Core Seminar	3 credits
Humanities	
English Composition	3 credits
English Literature	6 credits
Philosophy	6 credits
Foreign Language	not required
Social Sciences	
History	6 credits
Economics	6 credits

Science and Mathematics

Mathematics	3 credits
Sciences	10 credits

(BIO 22, CHM 21 & PHY 20)

Communication, Visual & Performing Arts

Speech 3 credits
Visual & Performing Arts not required

Liberal Arts Elective Requirements:

Introductory Arts & Sciences Electives (1)	6 credits
Advanced Arts & Sciences Electives (2)	9 credits

(1) Any introductory or advanced course offered by Conolly College

(2) Any advanced course (numbered over 100) offered by Conolly College

Advanced Credit Requirement

Minimum of 48 Advanced Credits is Required:

Courses numbered above 100 offered by Conolly College and numbered above 202 offered by the School of Business, Public Administration and Information Sciences must be taken to meet the advanced credit requirement. Business courses numbered 101, 102, 201 and 202 do not satisfy this requirement.

Business Core: 39 credits

The following thirteen (13) courses are required:

ACC 110	Accounting for Business Majors	3.00
BUS 101	Introduction to Business in the 21st Century	3.00
BUS 110	Foundations of Business Information Systems	3.00

BUS	228	Business Statistics I	3.00
BUS	229	Business Statistics II	3.00
ENT	200	Entrepreneurship & Innovation	3.00
FIN	201	Financial Markets and Institutions	3.00
FIN	202	Corporate Finance	3.00
IBU	221	International Business	3.00
LAW	201	Business, Law and Society	3.00
MAN	201	Principles of Management	3.00
MAN	231	Managerial Communications	3.00
MKT	201	The Fundamentals of Marketing	3.00

Major Requirements:

Management Specialization Requirement: 15 Credits. Choose five (5) courses from advanced MAN courses numbered over 200.

B.S. in Management with a concentration in Human Resource Management

The **B.S. in Management with a Human Resource Management concentration** has been developed to meet the certification requirements of the Society for Human Resource Managers (SHRM) and will provide students with skills and knowledge related to the following topical areas: employee and labor relations; employment law; job analysis and job design; organizational development; outcomes metrics and measurement; performance management; staffing and recruitment; strategic HR; total rewards (compensation, benefits); training and development; and workforce planning/talent management. Recent management graduates are working in positions at the Bank of New York Mellon, Morgan Stanley, Credit Suisse Group and other prominent companies.

Major Requirements with concentration in Human Resource Management:

Management with concentration in Human Resource Management Specialization Requirement: 15 Credits. The following courses are required.

HRM	355	Human Resource Management	3.00
HRM	401	Employee and Labor Relations	3.00
HRM	402	Compensation and Benefits	3.00
HRM	403	Training and Organization Development	3.00
HRM	404	Workplace Safety & Health	3.00

Advanced Business Electives: 9 Credits

Choose three (3) advanced business courses numbered over 202

Capstone Experience: 3 Credits

BUS	401	Business Policy	3.00
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Credit and GPA Requirements

Minimum Total Credits: 128
 Minimum Liberal Arts and Sciences Credits: 65
 Minimum Major Credits: 63
 Minimum Advanced Credit Requirement: 48 (see above for details)
 Minimum Major GPA: 2.0
 Minimum Overall GPA: 2.0

B.S. in Entrepreneurship

The program is designed to engage students to think entrepreneurially while they learn how to execute on their vision efficiently and effectively. Entrepreneurship majors at LIU Brooklyn will learn how to prepare and execute a comprehensive strategy for launching a new venture. The venture can be in any organizational context - large or small, new or existing, non-profit or for-profit. The entrepreneurial process of value creation through innovation remains the same regardless of the context or the ultimate goal. Another important characteristic of this major is its experiential nature. Students will interact extensively with the business community both inside and outside the classroom and produce a plan that is both defensible to potential investors and actionable in the real world.

The entrepreneurship program will appeal to the many current and potential students who have goals of self-sufficiency. A recent poll by Junior Achievement found that 68% of teenagers want to start their own business. In fact, the U.S. Small Business Administration reports that small businesses employ more than 50% of the private workforce, generate more than half of the nation's gross domestic product, and are the principal source of new jobs in the U.S. economy, so this is not an insignificant population.

B.S., Entrepreneurship

[Program Code: 36215]

Graduation Requirements

Students must satisfy the Placement, Proficiency, Orientation Seminar and Core Curriculum criteria outlined in the Graduation Requirements section of this bulletin.

Core Curriculum requirements for this major are summarized below:

Core Seminar	3 credits
Humanities	
English Composition	3 credits
English Literature	6 credits
Philosophy	6 credits
Foreign Language	not required
Social Sciences	
History	6 credits
Economics	6 credits
Science and Mathematics	
Mathematics	3 credits
(BIO 22, CHM 21 & PHY 20)	10 credits

Communication, Visual & Performing Arts

Speech	3 credits
Visual & Performing Arts	not required

Liberal Arts Elective Requirements:

Introductory Arts & Sciences Electives (1)	6 credits
Advanced Arts & Sciences Electives (2)	9 credits

- (1) Any introductory or advanced course offered by Conolly College
- (2) Any advanced course (numbered over 100) offered by Conolly College

Advanced Credit Requirement

Minimum of 48 Advanced Credits is Required:

Courses numbered above 100 offered by Conolly College and numbered above 202 offered by the School of Business, Public Administration and Information Sciences must be taken to meet the advanced credit requirement. Business courses numbered 101, 110, 111, 112, 201 and 202 do not satisfy this requirement.

Business Core: 36 credits

The following twelve (12 courses) are required:

ACC	110	Accounting for Business Major	3.00
BUS	101	Introduction to Business in the 21st Century	3.00
BUS	110	Foundations of Business Information Systems	3.00
BUS	228	Business Statistics I	3.00
BUS	229	Business Statistics II	3.00
FIN	201	Financial Markets and Institutions	3.00
FIN	202	Introduction to Corporate Finance	3.00
IBU	221	International Business	3.00
LAW	201	Business, Law, and Society	3.00
MAN	201	Principles of Management	3.00
MAN	231	Managerial Communications	3.00
MKT	201	The Fundamentals of Marketing	3.00

Major Requirements: 15 credits

Entrepreneurship Specialization Requirements			
ENT	200	Entrepreneurship and Innovation	3.00
ENT	301	Developing a New Venture Value Proposition	3.00
ENT	302	Developing a New Business Model	3.00
ENT	303	Entrepreneurial Consulting	3.00
ENT	304	New Venture Capitol	3.00

Advanced Business Electives: 12 Credits

Choose four (4) advanced business courses numbered over 202

Capstone Experience- 3 Credits

BUS 401 Business Policy 3.00

Credit and GPA Requirements

Minimum Total Credits: 128

Minimum Liberal Arts and Sciences Credits: 65

Minimum Major Credits: 63

Minimum Advanced Credit Requirement: 48 (see above for details)

Minimum Major GPA: 2.0

Minimum Overall GPA: 2.0

B.S. in Healthcare Management

Healthcare Management is an area of study that enable students to acquire essential knowledge base and skills that are highly sought by healthcare employers in order to effectively direct, manage, and evaluate their own healthcare services within hospitals, clinics, corporations, non-profit organizations, physicians' offices, nursing and retirement homes. Due to the evolving U.S. health system, aging population and the projected shortfall of qualified employees in the area, there is a growing demand in the healthcare industry.

The Bureau of Labor Statistics (BLS) reported that "college graduates" and those who have earned certification should have the best job opportunities. A Healthcare Management degree will not only enhance these opportunities, but also enable student to broaden their knowledge regarding all aspects of healthcare management such as learning the functions and the role of a healthcare system within the economy, distinguishing the roles of a healthcare manager and the importance of service in such communities. Furthermore, a healthcare management background will give students an opportunity to start their career with either entry or more advanced level positions after obtaining a B.S. in Healthcare Management.

The program has been identified as being relevant in growth areas (employment projections, growing need for skilled professionals) and the enrollment in healthcare management courses have shown growing student interest.

B.S., Healthcare Management

[Program Code: 06986]

Graduation Requirements

Students must satisfy the Placement, Proficiency, Orientation Seminar and Core Curriculum criteria outlined in the Graduation Requirements section of this bulletin.

Core Curriculum requirements for this major are summarized below:

Core Seminar 3 credits

Humanities

English Composition 3 credits

English Literature 6 credits

Philosophy 6 credits

Foreign Language not required

Social Sciences

History 6 credits

Economics 6 credits

Science and Mathematics

Mathematics 3 credits

Sciences 10 credits

(BIO 22, CHM 21 & PHY 20)

Communication, Visual & Performing Arts

Speech 3 credits

Visual & Performing Arts not required

Liberal Arts Elective Requirements:

Introductory Arts & Sciences Electives (1) 3 credits

COOP 3 3 credits

Advanced Arts & Sciences Electives (2) 9 credits

(1) Any introductory or advanced course offered by Conolly College

(2) Any advanced course (numbered over 100) offered by Conolly College

Advanced Credit Requirement

Minimum of 48 Advanced Credits is

Required: Courses numbered above 100 offered by Conolly College and numbered above 202 offered by the School of Business, Public Administration and Information Sciences must be taken to meet the advanced credit requirement. Business courses numbered 101, 102, 201 and 202 do not satisfy this requirement.

Business Core: 30 credits

The following ten (10) courses are required:

ACC 110 Accounting for Business Majors 3.00

BUS 101 Introduction to Business in the 21st Century 3.00

BUS 110 Foundations of Business Information Systems 3.00

BUS 228 Business Statistics I 3.00

ENT 200 Entrepreneurship & Innovation 3.00

FIN 201 Financial Markets and Institutions 3.00

LAW 201 Business, Law and Society 3.00

MAN 201 Principles of Management 3.00

MAN 231 Managerial Communications 3.00

MKT 201 The Fundamentals of Marketing 3.00

Healthcare Core requirements: 12 credits

HS 300 Introduction to Health Professions 3.00

HS 400 Introduction to Healthcare Management 3.00

MAN 355 Human Resource Management 3.00

MKT 343 Healthcare Marketing 3.00

Major Requirements

Healthcare Management

Specializations require the following 4 courses:

HS 410 Healthcare Organizations and Delivery 3.00

HS 471 Health Program Planning 3.00

HS 478 Case Management Services 3.00

HS 490 Practicum (Capstone) 3.00

Advanced Business Electives: 9 Credits

Choose three (3) advanced business courses numbered over 202

Capstone Experience: 3 Credits

BUS 401 Business Policy 3.00

Credit and GPA Requirements

Minimum Total Credits: 128

Minimum Liberal Arts and Sciences Credits: 65

Minimum Major Credits: 63

Minimum Advanced Credit Requirement: 48 (see above for details)

Minimum Major GPA: 2.0

Minimum Overall GPA: 2.0

B.S. in Marketing

Understanding the dynamic marketplace and the needs of consumers is critical for business success in the 21st century. Marketing involves the study of new product development, marketing research, analysis of distribution systems, determination of pricing policies, predictions of consumer behavior, promotion of products and ideas, and business relationships.

The B.S. in Marketing prepares students for professional careers in a wide variety of marketing functions within business and not-for-profit organizations. The marketing program is designed to enable students to develop the creative, analytical and communication skills necessary to succeed in marketing. Students also hone vital skills in product and service promotion, distribution, buyer behavior and market research. Marketing courses focus on integrating theory and practical applications through the use of cases and through hands-on field projects.

The broad range of career opportunities available for students pursuing this major includes marketing research, product management, advertising, public relations, corporate communications and sales. In addition to varied professional options, jobs in marketing often evolve into positions of considerable responsibility, which provide excellent preparation for upper management opportunities in all types of organizations.

B.S. in Marketing

[Program Code: 06898]

Graduation Requirements

Students must satisfy the Placement, Proficiency, Orientation Seminar and Core Curriculum criteria outlined in the Graduation Requirements section of this bulletin.

Core Curriculum requirements for this major are summarized below:

Core Seminar 3 credits

Humanities

English Composition 3 credits

English Literature 6 credits

Philosophy 6 credits

Foreign Language not required

Social Sciences

History 6 credits

Economics 6 credits

Science and Mathematics

Mathematics 3 credits

Sciences 10 credits

(BIO 22, CHM 21 & PHY 20)

Communication, Visual & Performing Arts

Speech 3 credits

Visual & Performing Arts not required

Liberal Arts Elective Requirements:

Introductory Arts & Sciences Electives (1) 6 credits

Advanced Arts & Sciences Electives (2) 9 credits

(1) Any introductory or advanced course offered by Conolly College

(2) Any advanced course (numbered over 100) offered by Conolly College

Advanced Credit Requirement

Minimum of 48 Advanced Credits is Required:

Courses numbered above 100 offered by Conolly College and numbered above 202 offered by the School of Business, Public Administration and Information Sciences must be taken to meet the advanced credit requirement. Business courses numbered 101, 110, 201 and 202 do not satisfy this requirement.

Business Core: 39 credits

The following thirteen (13 courses) are required:

ACC	110	Accounting for Business Major	3.00
BUS	101	Introduction to Business in the 21st Century	3.00
BUS	110	Foundations of Business Information Systems	3.00
BUS	228	Business Statistics I	3.00
BUS	229	Business Statistics II	3.00
ENT	200	Entrepreneurship & Innovation	3.00

FIN	201	Financial Markets and Institutions	3.00
FIN	202	Introduction to Corporate Finance	3.00
IBU	221	International Business	3.00
LAW	201	Business, Law, and Society	3.00
MAN	201	Principles of Management	3.00
MAN	231	Managerial Communications	3.00
MKT	201	The Fundamentals of Marketing	3.00

Major Requirements

Marketing Specialization Requirement: 15 Credits

Required Marketing Courses: 6 Credits

MKT	325	Consumer Behavior	3.00
MKT	331	Marketing Research: Its Planning Techniques and Evaluation by Management in the Solution of Marketing	3.00

Advanced Marketing Courses: 9 Credits

Any three (3) advanced MKT courses excluding MKT 201, MKT 325, MKT 331

Advanced Business Electives: 9 Credits

Choose three (3) advanced business courses numbered over 202

Capstone Experience- 3 Credits

BUS	401	Business Policy	3.00
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Credit and GPA Requirements

Minimum Total Credits: 128
 Minimum Liberal Arts and Sciences Credits: 65
 Minimum Major Credits: 63
 Minimum Advanced Credit Requirement: 48 (see above for details)
 Minimum Major GPA: 2.0
 Minimum Overall GPA: 2.0

MINORS

Minor in Business

The business minor is designed to give students a general introduction to the key fields of business. A student without any background in business can complete the 12-credit minor by taking 4 courses that are offered every semester. The business minor provides students with general knowledge in the areas of accounting, finance, management and marketing. Students will learn fundamental business systems, the organization of corporations, the structure of the U.S. financial system, basic accounting principles, and marketing activities such as advertising and sales.

The business minor requires four courses (12 credits), which are:

BUS	101	Introduction to Business	3.00
FIN	201	Financial Markets and Institutions	3.00
MAN	201	Principles of Management	3.00
MKT	201	The Fundamentals of Marketing	3.00

Credit and GPA Requirements

Minimum Total Credits: 12

Minimum Minor GPA: 2.0

Minor in Entrepreneurship

The entrepreneurship minor provides students with a practical yet academically sound opportunity to pursue their creative ideas to formulate business ventures. The minor focuses on "learning by doing" as students take their ideas from inception to a complete business plan for a new venture. The program emphasizes the integration of functional knowledge and skills with creative business and product/service development.

The entrepreneurship minor requires the following 15 credits:

ENT	200	Entrepreneurship and Innovation	3.00
ENT	301	Developing a New Venture Value Proposition	3.00
ENT	302	Developing a New Business Model	3.00
ENT	303	Entrepreneurial Consulting	3.00
ENT	304	New Venture Capitol	3.00

Credit and GPA Requirements

Minimum Total Credits: 15

Minimum Minor GPA: 2.0

Minor in Fashion Merchandising

Fashion is a global industry - fashion designers, manufacturers, merchandisers, and retailers from all over the world collaborate to design, manufacture, and sell clothing, shoes, and accessories. The industry is one of the most thriving and profitable in the world, and NYC is the industry capital. The minor in fashion merchandising will provide students with the skills and knowledge related successful job acquisition and career progression.

Fashion merchandising is a growing field. The Bureau of Labor Statistics reported that that careers in fashion merchandising are expected to rise 21 to 35 percent over the next decade, with average earnings of \$50,000 to \$80,000 a year.

Program of Study (15 credits):

Required Courses (9 credits)

BUS	101	Introduction to Business	3.00
FM	211	Introduction to The Fashion Industry	3.00
FM	346	Fashion Marketing	3.00

Advanced Courses – Select any two courses from the following (6 credits):

FM	320	Fashion Merchandising	3.00
FM	330	Fashion Retailing	3.00
FM	340	Textile Analysis	3.00
FM	401	Fashion Forecasting	3.00

Credit and GPA Requirements

Minimum Total Credits: 15
Minimum Minor GPA: 2.0

Minor in Healthcare Management

This minor will provide students with a solid background in general business functions as well as an understanding of specific topics that are relevant to careers in the healthcare industry. These topics include designing and managing a healthcare program; quality improvement in healthcare delivery; and the ethical and legal aspects of healthcare.

Program of Study (15 credits):

Required Courses (6 credits)

BUS	101	Introduction to Business	3.00
HS	400	Introduction to Health Care Management	3.00

Advanced Courses – Select any three courses from the following: (9 credits)

HS	300	Introduction to Health Professions	3.00
MKT	343	Health Care Marketing	3.00
HS	410	Healthcare Org. & Delivery	3.00
HS	460	Ethical & Legal Aspects of Healthcare	3.00
HS	470	Health Data Analysis	3.00
HS	478	Case Management Services	3.00
HS	480	Healthcare Leadership and Administration	3.00

Credit and GPA Requirements

Minimum Total Credits: 15
Minimum Minor GPA: 2.0

Minor in Human Resource Management

The human resource management minor helps to prepare students for a career in the field of human resources (HR). The program has been developed to meet the certification requirements of the Society for Human Resource Managers and will provide students with skills and knowledge related to critical HR topical areas.

The Bureau of Labor Statistics reports that “graduates with a bachelor's degree in human resources, human resources administration, or industrial and labor relations ... [have] become[s] increasingly important to the success of an organization. Some small and medium-size businesses that do not have separate human resources departments may assign various human resources responsibilities to some employees in addition to their usual responsibilities; others may contract with consulting firms to establish formal procedures and train current employees to administer programs on a long-term basis.

Program of Study (15 credits):

Required Courses (6 credits)

BUS	101	Introduction to Business	3.00
HRM	355	Human Resource Management	3.00

Advanced Courses – Select any three courses from the following: (9 credits)

HRM	401	Employee and Labor Relations	3.00
HRM	402	Compensation and Benefits	3.00
HRM	403	Training and Organization Development	3.00
HRM	404	Workplace, Safety & Health	3.00

Credit and GPA Requirements

Minimum Total Credits: 15
Minimum Minor GPA: 2.0

Minor in Management

The management minor gives students a fundamental knowledge of management theory, organizational behavior, human resources development, and operations and service industry management. The management minor is of use to any student interested in understanding why organizations are structured the way they are. Course content can be applied to many fields, including health, government, sales, and other disciplines where a positive management experience is desired.

The management minor requires the following 15

credits:

MAN	201	Principles of Management	3.00
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Four (4) advanced management courses numbered over 202

Credit and GPA Requirements

Minimum Total Credits: 15
Minimum Minor GPA: 2.0

Minor in Marketing

The marketing minor is designed to develop expertise in advertising, sales, promotion, and product development. The marketing minor helps students understand how to promote products or ideas or institutions. It emphasizes how to develop an understanding of target audiences in order to design winning sales plans.

The Marketing minor requires the following 15 credits:

MKT	201	Fundamentals of Marketing	3.00
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Four (4) advanced marketing courses numbered over 202

Credit and GPA Requirements

Minimum Total Credits: 15
Minimum Minor GPA: 2.0

Minor in Sport Management

Please see Division of Athletic Training, Health & Exercise Science for full details about the Minor in Sport Management.

Business Courses

BUS 101 Introduction to Business in the 21st Century

This is an introductory course that provides a broad and comprehensive view of today's businesses in a dynamic, technology-driven global economy. This course provides a survey of the field of business and consists of specific topics including: starting a small business, satisfying customers, managing operations, motivating employees and building self-managed teams, developing and implementing customer-oriented marketing plans, managing information, managing financial resources, and exploring ethical and social responsibilities of American business.

Credits: 3

Every Fall and Spring

BUS 401 Business Policy

Study of administration and policy making from a top-management viewpoint. Integrates the marketing, financial, production and functional fields of management within a strategic management framework. Case study and/or business simulation techniques used.

Credits: 3

Every Fall and Spring

Entrepreneurship Courses

ENT 200 Entrepreneurship and Innovation

This survey course will expose students through readings, cases, field trips, and guest speakers to what Joseph Schumpeter (1942) warmly called the "creative destructive" process of business and product / service formulation and implementation. This course will examine the literature of entrepreneurial behavior while focusing on several high visibility industries and businesses as well as include an examination of local entrepreneurs in the area. This course has been designed to stimulate interest in entrepreneurship in general and in particular instruct students about business startups and disruptive technologies. It may include such timely topics as greening and socially responsible businesses, not-for-profit entrepreneurship, the family firm, franchises, and intrapreneurship.

Credits: 3

Every Fall and Spring

ENT 301 Developing a New Venture Value Proposition

Targeted to students interested in creating and growing their own businesses, this course will focus on key marketing strategies particularly relevant for new ventures. Students will: (1) apply marketing concepts to entrepreneurial company challenges, which include creating and nurturing relationships with new customers, suppliers, distributors, employees and investors; and (2) understand the

special challenges and opportunities involved in developing marketing strategies "from the ground up." This course will engage a series of entrepreneurs and entrepreneurial experts in fieldwork, case project opportunities, and as guest resources. Students will develop a comprehensive entrepreneurial marketing plan over the semester, selecting either their own business idea or an actual company's project, and choosing to work in teams or individually.

The pre-requisite of ENT 200 is required.

Credits: 3

Every Fall and Spring

ENT 302 Developing a New Business Model

Targeted to students interested in creating and growing their own businesses, this course will focus on financing new ventures as well as existing businesses. Students will examine the elements of entrepreneurial finance, focusing on start-up ventures, and the early stages of company development. The course addresses key questions which challenge all entrepreneurs; how much money can and should be raised; when should it be raised and from whom; what is a reasonable valuation of the company; and how funding should be structured. The subject aims to prepare students for these decisions, both as entrepreneurs and venture capitalists.

The pre-requisite of ENT 200 is required.

Credits: 3

Every Fall and Spring

ENT 303 Entrepreneurship Seminar

Targeted to students who have already developed a business plan as part of the Entrepreneurship Minor or who have developed a business / marketing plan on their own. Students will: (1) review business plans independently and / or as part of a case analysis, (2) review their own business plan and plans of their classmates, (3) have their plan reviewed by members of the business community and then rework the plan based upon their feedback, and (4) finalize their plans and present those plans to a panel of "experts" who deal with business startups and venture capital.

The pre-requisites of ENT 301 and ENT 302 are required.

Credits: 3

Every Fall and Spring

ENT 304 New Venture Capital

This is the capstone course for BS entrepreneurship students. In this course, students will assimilate what they have learned in their previous entrepreneurship courses to produce a professional, actionable plan for a new business venture.

The pre-requisites of ENT 200, 301 and 302 are required or permission of the Instructor.

Credits: 3

Every Spring

Fashion Merchandising Courses

FM 211 Introduction to the Fashion Industry

This is a beginning course in the study of fashion merchandising within the free enterprise system. The course is designed to blend both concepts and applications from the field of fashion. Topics include the evolution of fashion, the consumer's interaction with the market, production and acquisition of raw materials, an introduction to the textile industry, an overview of fashion accessories, and the buying and selling functions within the field of fashion merchandising.

Credits: 3

Every Fall

FM 320 Fashion Merchandising

This course provides a comprehensive look at the merchandising environment including the functions and objectives of the merchandising team and the principles and techniques of today's buyers, planners, product developers and the account executives. Content includes the fundamentals of fashion buying with instruction in planning, pricing, and purchasing retail fashion inventories as well as the identification of wholesale merchandise and media resources.

Credits: 3

Every Fall

FM 330 Fashion Retailing

This course provides an overview of fashion retailing procedures used in various types of retail fashion companies. Content includes a study of profit and loss, pricing, markup, inventory control, shortages, forecasting, store organization and events as well as the wide variety of job opportunities available in the retail fashion industry.

Pre-requisites of MKT 201 is required.

Credits: 3

Every Fall

FM 340 Textile Analysis

This course is designed for students whose career direction will require knowledge of textiles as part of the professional prerequisites of industry. The major changes and development in the world of textiles will be covered with an emphasis of textiles as a major international industry. Terminology, organization, and structure of this multi-faceted industry will be highlighted. Working fabric specimens (fabric swatches) will be used in conjunction with the assignments to enhance the combined textbook/hands-on format.

Pre-requisites of MKT 201 is required.

Credits: 3

Every Spring

FM 346 Fashion Marketing

An overview of the fashion industry in the U.S. and other foreign countries. Areas of study include history, terminology, theories of fashion, and fashion development from concept design to

consumer end use. American and European designers, apparel manufacturers, retailers, and fashion marketing practices will be discussed.

Credits: 3

Every Spring

FM 401 Fashion Forecasting

This course is a comprehensive study of trend forecasting, demographics and social issues that affect fashion and related industries. Students explore and apply various forecast research methods in preparation for developing, planning, purchasing, or merchandising apparel lines and collections. Using the case study method, trend research is evaluated through the use of scholarly texts, articles, databases, and relevant websites to identify opportunities for growth and profitability in a fashion business.

Pre-requisites of MKT 201 is required.

Credits: 3

Every Spring

Human Resource Management Courses

HRM 355 Human Resources Management

A study of basic personnel administration. Specifically considered are the recruiting, selecting, motivating and training of employees. Also discussed are employer-employee labor relations, handling of grievances, and employee benefits.

The pre-requisite of MAN 201 is required.

Credits: 3

Cross-Listings: HRM 355, MAN 355

Every Fall

HRM 401 Employee and Labor Relations

For organizations to be successful today the relationship between managers and employees must be handled effectively. Whether or not employees are represented by union issues such as employee health and safety, working conditions and security must be addressed. This course discusses the development and application of policies and procedures in addressing employee rights issues. The course focuses on union/management relations in the union organizing, collective bargaining and grievance/arbitration processes. The course provides students with an understanding of the legal, ethical and practical issues in union/management relations.

The pre-requisite of MAN 201 is required.

Credits: 3

Every Spring

HRM 402 Compensation and Benefits

This course offers an introduction to the systems, methods and procedures involved in the administration and oversight of compensation and benefits within organizations. In doing so, this course examines the theory and application of compensation programs. Topics include compensation theory, techniques and problems in

job analysis and evaluation, benefits, and developing wage, and salary systems.

Credits: 3

Every Fall

HRM 403 Training and Organization Development

Theory and applications of training and development in organizations; focus on rapid changes in technology, alterations in the culture of organizations, dynamic market conditions, and the need for information sharing. Students are exposed to the planning, implementation, and evaluation of continuous skill development and organizational renewal.

Credits: 3

Every Fall

HRM 404 Workplace Safety & Health

Designed to provide students with an overview of elements which are incorporated in a comprehensive workplace health and safety program and the underlying legal environment. Emphasizes methods used to reduce accidents/injuries through application of workplace health protection and safety fundamentals. Topics include safety inspection, protocols, safety audits, data collection and analysis techniques, interpretation of safety data, implementation of safety programs, worker education and essential personal protection equipment.

Credits: 3

Every Spring

International Business Course

IBU 221 International Business

This course presents a broad overview of the fundamentals of international business and trade, and familiarizes the student with the basic terminology, key concepts and issues unique to the subject. The student studies the global economy including international trade, investments, and the business environments. The management of multinational firms is studied in the context of the international financial systems, global market research, and comparative advantage.

The pre-requisite of BUS 101 is required.

Credits: 3

Every Fall

Management Courses

MAN 201 Principles of Management

The human, material and capital resources of an enterprise must be managed effectively and efficiently. The practice of management requires foresight, intellectual skill, and conceptual insight into business realities and judgment. This course presents the process of managing as a rational and orderly activity leading to optimal results. Salient topics given special emphasis are environmental opportunities and constraints, entrepreneurship,

planning and control, formal organization structure, the multidimensionality of organizations, individual and interpersonal behavior, and executive decision making.

The pre-requisite of BUS 101 is required.

Credits: 3

Every Fall and Spring

MAN 231 Managerial Communications

A vital skill of any aspiring business executive is the ability to write clearly and concisely. In every field of business the emphasis is on communication both within the organization as well as outside it. This course develops the student's ability to read critically, to evaluate information, to present evidence to support conclusions, and to make recommendations in an effective written business style.

The pre-requisites of COS 50 and SPE 3 or SPE 3X are required or the pre-requisites of HSP 21 and HEG 21 and HEG 22 are required.

Credits: 3

Every Fall and Spring

MAN 350 Service Management

The course introduces students to the principle considerations of managing a service sector enterprise. Relevant topics include understanding the service process, the importance of customer contact and relationships with service organizations, productivity and quality as they relate to service enterprises. The provision of service is viewed as a series of integrated functions within the context of the enterprise.

Pre-requisite of MAN 201 is required.

Credits: 3

Every Fall

MAN 351 Managerial Planning and Control II

A comprehensive study of how economic principles are applied to managerial planning, decision making and formulation of business policies. Concepts discussed are economic productivity and financial profitability, examining comparative advantages and finding profit-result areas, demand analysis, cost concepts and cost behavior, pricing objectives, and business strategies.

The pre-requisite of MAN 201 is required.

Credits: 3

Every Spring

MAN 352 Organizational Behavior

An analysis of human behavior in the administration of organizations. Topics include organizational theories, individual and group behavior, attitudes, beliefs, motivations, communications and status hierarchies.

Pre-requisite of MAN 201 is required.

Credits: 3

Every Spring

MAN 353 Operations Management

A systems approach to the principles of operation economics in product and service industries. Topics include job and facilities design, method analysis,

scheduling techniques, automation, and work measurement and simplification

Pre-requisite of MAN 201 is required.

Credits: 3

Every Fall

MAN 354 Decision Making

The course is designed to develop the analytical and conceptual abilities of the decision-making process. Problem analysis, clarification of relevant facts, conflicting objectives and search for alternatives are studied. Emphasis is on the behavioral approach in decision making.

Pre-requisite of MAN 201 is required.

Credits: 3

Every Spring

MAN 355 Human Resources Management

A study of basic personnel administration. Specifically considered are the recruiting, selecting, motivating and training of employees. Also discussed are employer-employee labor relations, handling of grievances, and employee benefits.

The pre-requisite of MAN 201 is required.

Credits: 3

Cross-Listings: HRM 355, MAN 355

Every Fall

MAN 356 Managerial Systems Analysis

A view of the business organization as a unified system of coordinated management processes for planning, organizing and controlling. Such management systems emphasize the way human and machine resources are tied together through information, communications and feedback systems.

The pre-requisite of MAN 201 is required.

Credits: 3

On Occasion

MAN 357 Seminar in Management Problems

A synthesis of management theory as applied to evaluating current business and socioeconomic problems. Analysis and discussion of case studies and contemporary management problems is conducted.

The pre-requisite of MAN 201 is required.

Credits: 3

Every Spring

MAN 393 Independent Study

For those students in the last semester of their senior year who require one to three credits to meet minimum requirements for graduation. Students must complete an Application for Independent Study to be approved by the Department Chair and the Dean. Students are assigned to a faculty member who supervises the Independent Study course or project. Students may be required to write a research paper or take a comprehensive examination (or both) in addition to all other course requirements.

Credits: 3

On Demand

MAN 395 Honors Study

Honors Study is designed to give out-standing students an opportunity to do independent work in their major under the guidance of the faculty.

There are no regular class meetings. To be eligible, students must have upper-junior or senior status, 12 credits in one of the major fields of the School of Business, Public Administration and Information Sciences, a cumulative quality-point ratio of 3.00 and a 3.25 ratio in their major subject, and the permission of the Chair of the Department and the Dean. Students must complete an Application for Honors Study outlining the research project or independent work to be under-taken and the name of the supervising faculty member. A total of six credits of Honors Study is the maximum allowed.

Credits: 3

On Demand

MAN 396 Honors Study

Honors Study is designed to give out-standing students an opportunity to do independent work in their major under the guidance of the faculty.

There are no regular class meetings. To be eligible, students must have upper-junior or senior status, 12 credits in one of the major fields of the School of Business, Public Administration and Information Sciences, a cumulative quality-point ratio of 3.00 and a 3.25 ratio in their major subject, and the permission of the Chair of the Department and the Dean. Students must complete an Application for Honors Study outlining the research project or independent work to be under-taken and the name of the supervising faculty member. A total of six credits of Honors Study is the maximum allowed.

Credits: 3

On Demand

MAN 397 Internship Study

For Sophomore-Senior student in good academic standing who has taken the introductory course in the discipline and at least 6 additional credits of advanced coursework in the discipline. Student's internship must be approved by the department. Students are assigned to a faculty member who supervises the Internship Study course or project. Students may be required to write a research paper or complete a project in addition to all other course requirements.

The pre-requisites of MAN 201 and two advanced Management courses are required.

Credits: 1 to 3

On Demand

MAN 405 Creating and Managing a Small Business

This course focuses on the steps needed to create and manage a small business. Students use knowledge of accounting, finance, management, and marketing to develop a business plan for a new small business venture. The course uses some case studies and original students business ideas.

Pre-requisites of MAN 201, ACC 112 and MKT 201 are required.

Credits: 3

On Occasion

Marketing Courses

MKT 201 The Fundamentals of Marketing

A detailed and critical analysis of the nature and purpose of marketing designed to give the student an overall view of the field. Emphasizes the importance of integration and coordination of marketing activities so that practice and procedure can be geared to understanding effective operations. Consideration is given to such areas as the consumer and the market, product planning and development, distribution structure, pricing, marketing research, advertising and sales promotion, and the marketing of industrial goods and services. A fundamental approach to the area of model construction in marketing is also examined.

The pre-requisite of BUS 101.

Credits: 3

Every Fall and Spring

MKT 325 Consumer Behavior

The aspects underlying consumer decisions and experiences in relation to effective marketing management. The study of the social sciences on which behavior is based, drawing on the fields of psychology, sociology, cultural anthropology. Topics include learning, motivation, attitudes of consumers, ethical consumer issues, cross-cultural consumer behavior and technological aspects influencing consumer behavior.

Pre-requisite of MKT 201 is required.

Credits: 3

Every Fall

MKT 331 Marketing Research: Its Planning Techniques and Evaluation by Management in the Solution of Marketing

Marketing research viewed as a systematic problem-solving activity concerned with the compilation, analysis and interpretation of marketplace trends. Makes available the various techniques that are generally derived from the physical and social sciences.

Pre-requisite of MKT 201 is required.

Credits: 3

Every Spring

MKT 333 Advertising and Marketing Communications

Offers an understanding of the role of advertising as a vital tool in business and a study of its techniques and practices. An examination of the strategies involved in planning, visualizing and writing advertising copy for mass communication media. In creating advertising, students will take an idea through the stages involved to its completion as a printed or broadcast message. An attempt is made to develop the creative capabilities of the student.

Pre-requisite of MKT 201 is required.

Credits: 3

On Occasion

MKT 334 Advertisement Management: Planning, Evaluation and Decision Making

Advertising management from the points of view of the marketing manager and the general administrator. Advertising is examined as a part of the total marketing mix: advertising and promotion, planning and budgeting, determination of advertising objectives, evaluation of advertising effectiveness, working with advertising agencies. Mathematical programming and case studies will supplement lectures and discussion.

Pre-requisite of MKT 201 is required.

Credits: 3

Every Spring

MKT 335 Digital Marketing

The rise of the Internet and its proliferation as a mass medium has impacted the traditional role of marketing. Business is becoming increasingly interactive, individualized and efficient. The objective of this course is to give students an overview of utilizing the Internet as a marketing tool and to provide a practical framework for effective Internet marketing. Course topics include understanding the impact of the Internet on business, developing Internet marketing strategies, and describing the consumer online exchange process and its outcomes.

Pre-requisite of MKT 201 is required.

Credits: 3

Every Fall

MKT 337 Advanced Market Research

The application of marketing research to problem areas such as sales management, market potentials, pre-testing and post-testing and advertisements, and new product introduction and distribution. The use of marketing research as a tool in specialized areas such as sales forecasting, media evaluation, consumer motivation and buyer behavior. Mathematical programming and case studies are used.

The pre-requisite of MKT 201 and 331 are required.

Credits: 3

On Occasion

MKT 338 International Marketing

The rise of the global corporation is now an irreversible trend that poses many unique challenges not only to multinational American corporations but also to English, Japanese, German and other worldwide corporations. The course deals with diversified socioeconomic and political environments in different parts of the world and considers basic marketing principles and tools as they relate to the international framework. International demand analysis, channels of distribution, technical and legal features of international exchange, pricing and credit arrangements, and advertising and promotion are considered.

Pre-requisite of MKT 201 is required.

Credits: 3

On Occasion

MKT 341 Sales Management

Analysis of sales strategy and adaptive selling methods. Finding and reaching prospective buyers, developing effective sales presentations, handling objections and closing sales. Topics include developing personal attributes necessary for pursuing a career in sales.

Pre-requisite of MKT 201 is required.

Credits: 3

Every Spring

MKT 342 Social Media Marketing

This course tracks contemporary market-place realities and their impact for future job search opportunities. To that end, it examines various marketing strategies to be applied to products or services selected by students. Designed to give students the opportunity for an in-depth assessment regarding future marketplace potential and all marketing implications. Three credits.

Prerequisites:

Pre-requisites of MKT 201 is required.

Credits: 3

Every Spring

MKT 343 Healthcare Marketing

Focuses on the application of marketing principles and concepts in healthcare industry, specifically hospital, pharmaceutical, insurance, physician and patient. This course is specifically designed to introduce students to the marketing issues relevant to the operations in a health care environment. Topics include market segmentation, marketing mix, patient behavior, and strategic marketing planning.

Pre-requisite of MKT 201 is required.

Credits: 3

On Occasion

MKT 344 Sports Marketing

A comprehensive study of the dynamic growth of the sports industry in the U.S. and global markets, and the role of sports marketing in its current and future growth. The course examines the specific application of marketing principles and processes to sport products and the marketing of non-sports products through association with the sport, such as sponsorships. Also explored is how sports organizations define their businesses as entertainment providers that use the latest marketing techniques to understand consumers and provide sports products that satisfy their needs. This will include the role of major corporations in sponsorships, team and event promotions, and advertising in mass media such as national TV networks, cable TV and the Internet.

Pre-requisite of MKT 201 is required.

Credits: 3

Every Fall

MKT 345 Telecommunications: Marketing in the Information Age

An exploration of the effect of the Information Age on the management of ideas, products and services. A major consideration is the infrastructure implications of telecommunications on new products or services. Also explored is the significance of telecommunications for tomorrow's business environment.

Pre-requisite of MKT 201 is required.

Credits: 3

On Occasion

MKT 346 Fashion Marketing

An overview of the fashion industry in the U.S. and other foreign countries. Areas of study include history, terminology, theories of fashion, and fashion development from concept design to consumer end use. American and European designers, apparel manufacturers, retailers, and fashion marketing practices will be discussed.

Pre-requisites of MKT 201 is required.

Credits: 3

Every Spring

MKT 350 Brand Management

This course introduces branding and brand management. The topics include how to develop a brand strategy, with customer based brand positioning, utilizing brand resonance and value chain; how to design and implement brand marketing programs, with brand elements, and by integrating marketing communications; how to measure and interpret brand performance based on sources and outcomes of brand equity, capturing customer mind-set and market performance, and; how to grow and sustain brand equity, with new products and brand extensions.

Pre-requisites of MKT 201 is required.

Credits: 3

Every Spring

MKT 351 Marketing Strategy

This course presents the marketing strategy concept as a management tool for optimizing profitability and long-term goals under uncertainty. It focuses on the marketer's deployment of resources to achieve stated goals in a competitive environment through following a unified, comprehensive, and integrated plan. Topics include environmental scanning, marketing opportunity and performance analysis, competitive forces analysis, brand positioning and management, optimal pricing, and distributions.

Pre-requisite of MKT 201 is required.

Credits: 3

On Occasion

MKT 393 Independent Study

For those students in the last semester of their senior year who require one to three credits to meet minimum requirements for graduation. Students must complete an Application for Independent Study to be approved by the Department Chair and

the Dean. Students are assigned to a faculty member who supervises the Independent Study course or project. Students may be required to write a research paper in addition to all other course requirements.

Credits: 3

On Demand

MKT 395 Honors Study

Honors study is designed to give outstanding students an opportunity to do independent work in their major under the guidance of faculty. There are no regular class meetings. To be eligible, students must have upper-junior or senior status, 12 credits in one of the major fields of the School of Business, Public Administration and Information Sciences, a cumulative quality-point ratio of 3.00 and a 3.25 ratio in their major subject, and the permission of the Chair of the Department and the Dean. Students must complete an Application for Honors Study outlining the research object or independent work to be undertaken and the name of the supervising faculty. A total of six credits of Honors Study is the maximum allowed.

Credits: 3

On Demand

MKT 396 Honors Study

Honors study is designed to give outstanding students an opportunity to do independent work in their major under the guidance of faculty. There are no regular class meetings. To be eligible, students must have upper-junior or senior status, 12 credits in one of the major fields of the School of Business, Public Administration and Information Sciences, a cumulative quality-point ratio of 3.00 and a 3.25 ratio in their major subject, and the permission of the Chair of the Department and the Dean. Students must complete an Application for Honors Study outlining the research object or independent work to be undertaken and the name of the supervising faculty. A total of six credits of Honors Study is the maximum allowed.

Credits: 3

On Demand

MKT 397 Internship Study

For Sophomore-Senior student in good academic standing who has taken the introductory course in the discipline and at least 6 additional credits of advanced coursework in the discipline. Student's internship must be approved by the department. Students are assigned to a faculty member who supervises the Internship Study course or project. Students may be required to write a research paper or complete a project in addition to all other course requirements.

The pre-requisites of MKT 201 and two advanced Marketing courses are required.

Credits: 1 to 3

On Demand

**DEPARTMENT OF
TECHNOLOGY,
INNOVATION AND
COMPUTER SCIENCE**

Professors Chung, Rodriguez
Associate Professors Ghriga (Chair), League
Assistant Professor Shang
Adjunct Faculty: 9

In the global marketplace, no company or organization can exist without computers and technology. Companies rely on highly skilled and technically adept people to maintain software and hardware and provide support. New uses for computers emerge continuously and the potential for technology is unlimited. The outlook for continued technological development is positive, especially in the fields of communication, transportation, biotechnology, and service industries. Wireless technology, broadband and security technology are all growing fields and technology skills are still in high demand in the government and military, health care and pharmaceuticals. As computer applications expand, jobs for system analysts, computer scientists, and database and network administrators are expected to be among the fastest growing occupations. The department's primary goal is to instill in students sound analytical reasoning in the latest technologies so that they have long, successful careers in fields that are continually evolving and that offer a broad array of professional opportunities.

The Department of Technology, Innovation and Computer Science offers the Bachelor of Science in Computer Science and Technology Management as well as minors in Computer Science, and Technology Management, which are available to all LIU Brooklyn students.

B.S. in Computer Science

The B.S. in Computer Science degree focuses on the concepts and techniques used in the design and the development of advanced software systems, network designs and systems administration. Students in this program explore the conceptual foundations of computer science – its fundamental algorithms, programming languages, operating systems and software engineering techniques. In addition, they can choose from innovative electives, including artificial intelligence, database systems, graphical user interfaces, game development, e-commerce and computer networks, and system and network administration among others. As with the introductory sequence, these advanced courses stress hands-on learning. The B.S. in Computer Science prepares students for careers as system analysts, computer programmers, database

administrators, network administrators, software developers, and many other technology-oriented careers.

Computer science majors are required to obtain at least a C grade in Computer Science 101 and Computer Science 102. A computer science major who receives below a C in Computer Science 101 may not advance to Computer Science 102 unless the student repeats the course and obtains a grade of C or better. A computer science major who receives below a C in Computer Science 102 may not continue in the major unless the student repeats the course and obtains a grade of C or better. A 2.5 grade point average in all computer courses is required in order to graduate from this program.

B.S., Computer Science

[Program Code: 82160]

Graduation Requirements

Students must satisfy the Placement, Proficiency, Orientation Seminar and Core Curriculum criteria outlined in the Graduation Requirements section of this bulletin.

Core Curriculum requirements for this major are summarized below:

Core Seminar 3 credits

Humanities

English Composition 3 credits
English Literature 6 credits
Philosophy 6 credits
Foreign Language not required

Social Sciences

History 6 credits
Economics 6 credits

Science and Mathematics

Mathematics 3 credits
Sciences 10 credits
(BIO 22, CHM 21 & PHY 20)

Communication, Visual & Performing Arts

Speech 3 credits
Visual & Performing Arts not required

Liberal Arts Elective Requirements

Introductory Arts & Sciences 6 credits
Electives (1)
Advanced Arts & Sciences 9 credits
Electives (2)

- (1) Any introductory or advanced course offered by Conolly College
- (2) Any advanced course (numbered over 100) offered by Conolly College

Advanced Credit Requirement

Minimum of 48 Advanced Credits is Required:

Courses numbered above 100 offered by Conolly College and numbered above 202 offered by the School of Business, Public Administration and Information Sciences must be taken to meet the advanced credit requirement. Business courses numbered 101,110 and 201, 202, do not satisfy this requirement.

Major Requirements

All of the following Computer Science courses are required:

CS	101	Fundamentals of Computer Science and Information Sciences	3.00
CS	102	Programming I	4.00
CS	117	Programming II	4.00
CS	118	Computer Architecture	3.00
CS	130	Algorithms and Data Structures I	3.00
CS	132	Discrete Structures in Computer Science	3.00
CS	148	Database Management	4.00
CS	150	Operating Systems	4.00
CS	154	Networking	4.00
CS	164	Software Engineering	3.00

Business Requirement: 6 Credits

MAN	231	Managerial Communications	3.00
BUS	228	Business Statistics I	3.00

Advanced Computer Science Electives: 13 Credits

Any computer science course numbered over 102.

Business or Computer Science Electives: 12 Credits

Any introductory or advanced course offered by the School of Business, Public Administration and Information Sciences.

Credit and GPA Requirements

- Minimum Total Credits: 128
- Minimum Liberal Arts and Sciences Credits: 65
- Minimum Major Credits: 63
- Minimum Advanced Credit Requirement: 48 (see above for details)
- Minimum Major GPA: 2.5
- Minimum Overall GPA: 2.0

B.S. in Technology Management

The B.S. in Technology Management program offers academic preparation for IT careers as IT specialists in network and database administration, IT web services and IT operations. In addition, the new program will play a vital role in introducing timely and topical courses which will benefit the undergraduate students in the Department of Technology, Innovation & Computer Science.

The mission of the Technology Management program is to prepare students for technical, administration and management careers in the analysis, design, development, implementation, maintenance, support, operation and management of computer and networked information systems. Students will develop in-depth technical skills directly applicable to current technology environments in various industries with a broad

understanding of the business context in the service sector.

The new program will enable the department to prepare graduates who have broad knowledge and skills to apply technology in the service economy. This is directly related to the mission of the department.

B.S., Technology Management

[Program Code: 34633]

Graduation Requirements

Students must satisfy the Placement, Proficiency, Orientation, Seminar and Core Curriculum criteria outlined in the Graduation Requirements section of this bulletin.

Core Curriculum Requirements for this major are summarized below:

Core Seminar	3 credits
Humanities	
English Composition	3 credits
English Literature	6 credits
Philosophy	6 credits
Foreign Language	not required

Social Sciences

History	6 credits
Economics	6 credits

Science and Mathematics

Mathematics	3 credits
Sciences (BIO 22, CHM 21 & PHY 20)	10 credits

Communication, Visual & Performing Arts

Speech	3 credits
Visual & Performing Arts	not required

Advanced Credit Requirement

Minimum of 48 Advanced Credits is Required:

Courses numbered above 100 offered by Conolly College of Liberal Arts & Sciences and numbered above 202 offered by the School of Business, Public Administration and Information.

Liberal Arts Elective Requirements:

Introductory Arts & Sciences	6 credits
Electives (1)	
Advanced Arts & Sciences	9 credits
Electives (2)	

(1) Any Introductory or advanced course offered by Conolly College

(2) Any advanced course (numbered over 100) offered by Conolly College

Computer Science requirement: the following five (5) courses, 19 credits, are required:

CS 101	Fundamentals of Computing	3.00
CS 102	Programming I	4.00
CS 117	Programming II	4.00
CS 148	Database Systems I	4.00
CS 154	Computer Network	4.00

Business Core requirement: the following nine (9) courses, 27 credits, are required:

ACC 110	Accounting for Business Majors	3.00
BUS 228	Business Statistics I	3.00
ENT 200	Entrepreneurship & Innovation	3.00
FIN 201	Financial Market & Institutions	3.00
MAN 201	Principles of Management	3.00
MAN 231	Managerial Communications	3.00
MAN 353	Operations Management	3.00
MKT 201	Fundamentals of Marketing	3.00
MIS 300	Strategic Information Technology	3.00

Advanced Computer Science Electives

Requirement: 11 credits

Capstone Experience: 6 credits required

CS 311	Capstone Project I	3.00
CS 312	Capstone Project II	3.00

Credit and GPA Requirements

Minimum Total Credits: 128
 Minimum Liberal Arts and Sciences Credits: 65
 Minimum Major Credits: 63
 Minimum Advanced Credit Requirement: 48 (see above for details)
 Minimum Major GPA: 2.5
 Minimum Overall GPA: 2.0

MINORS

Minor in Computer Science

The computer science minor is designed to give the student of any discipline an excellent working knowledge of the field of computer science. A student with a minor in computer science will be able to integrate the practices of his/her major field of study with the growing area of computers. The minor gives a complete background knowledge of effective programming techniques and tools available to those working in the computer field.

The computer science minor requires the following courses:

CS 101	Fundamentals of Computer Science and Information Systems	3.00
CS 102	Programming I	4.00
CS 117	Programming II	4.00
CS 150	Operating Systems	4.00
and one of		
CS 118	Computer Architecture or	3.00

CS 130	Algorithms and Data Structures	3.00
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Credit and GPA Requirements

Minimum Total Credits: 15
 Minimum Minor GPA: 2.0

Minor in Technology

The technology minor is designed to provide students with a broad introduction to computer technology. The instruction is focused on developing the skills needed in areas such as – databases, networks, web development, and privacy and security-which are essential in today’s work environment.

The technology minor requires the following courses:

CS 101	Fundamentals of Computer Science and Information Sciences	3.00
CS 102	Programming I	4.00
CS 148	Database Systems I	4.00
CS 154	Computer Networks	4.00
and one course from the following:		
CS 120	Web Development	3.00
CS 158	Privacy and Internet Security	3.00

Credit and GPA Requirements

Minimum Total Credits: 18
 Minimum Minor GPA: 2.0

Computer Science Courses

BUS 110 Foundations of Business Information Systems

This course introduces students to contemporary information systems and demonstrates how these systems are used throughout global organizations for today's management. The focus of this course is on the key components of information systems - people, software, hardware, data, and communication technologies, and how these components can be integrated and managed to create competitive advantage. The course takes place in a computer lab and helps students develop practical competences in the use of various computer systems and software. The course also provides a theoretical and practical introduction to systems and development concepts, technology acquisition, and various types of application software those has become prevalent or are emerging in modern organizations and society and that are essential to be competitive in today's job markets

Credits: 3

Every Fall and Spring

CS 9 Introduction to Windows Environment

All the basic functions of Windows, such as working with Windows programs, customizing Windows, managing files and folders using Windows Explorer, Operating Systems, disk management and storage, and a brief introduction to Word Processing, Spreadsheets, and Database are explained. Emphasis is on hands-on work.

Credits: 1

Every Fall and Spring

CS 9A Word Processing

All the basic functions of a word processor, such as creating, editing and retrieving documents, enhancing and managing documents, creating graphics and charts are explained. Work is done with multiple documents. Touch-typing instructions are not part of the course.

The pre-requisite of CS 9 is required.

Credits: 1

Every Fall and Spring

CS 9B Spreadsheets

All the basic functions of spreadsheets, such as planning and designing a worksheet, building a worksheet with formulas, enhancing a worksheet, enhancing and managing workbooks, and creating a chart, are explained.

The prerequisite of CS 9 is required of all majors except students in the School of Business.

Credits: 1

Every Fall and Spring

CS 9C Fundamentals of Database

All the basic functions of a database, such as creating and designing tables, creating and using queries, creating and designing forms, and creating and using reports are explained.

The pre-requisite of CS 9 is required.

Credits: 1

On Occasion

CS 9D Statistical Packages for Social Sciences (SPSS)

This course will cover a broad range of statistical procedures that allow the summarization of data (computer means standard deviations), determines whether there are significant differences between groups (T-Test, Analysis of variance), examine relationship among variables (correlation, multiple regression), and graph results (Bar Charts, Line Graphs) are explained.

Pre-requisites of CS 9 and CS 9K are required.

Credits: 1

On Occasion

CS 9E Advanced Word Processing

This course was developed primarily as a hands-on learning experience. The student will learn how to apply software skills to meet real-world situations. The student will focus on how to apply what was learned to perform computer-related tasks that will be needed in the office, school and every-day-life including document formatting for resumes, table design for questionnaires, mail merge for letters, document production for proposals, and form design for applications.

The prerequisite of CS 9A is required of all majors except students in the School of Business.

Credits: 1

Every Fall and Spring

CS 9F Introduction to Desktop Publishing

This course will cover the basic desktop publishing skills, such as creating a publication, working with text and graphics, customizing a publication, adding color, working with long publication, and publishing electronically.

Pre-requisite of CS 9E is required.

Credits: 1

On Occasion

CS 9H Internet (WWW)

All the basics of Internet, such as browsing the World Wide Web, retrieving, saving, and printing information obtained from the web, types of web resources, web search resources, successful search techniques, working with bibliographies and citing web sources, and using other methods to search the web are explained.

The pre-requisite of CS 9 is required.

Credits: 1

On Demand

CS 9J Web Page Design

All the basic functions of creating a web page, such as developing a basic web page, creating a hypertext links to a web page, designing a web page with fonts, colors, and graphics, are explained.

Pre-requisite of CS 9H is required.

Credits: 1

On Occasion

CS 9K Advanced Spreadsheets

This course was developed primarily as a hands-on learning experience. The student will learn how to apply software skills to meet real-world situations. Calculation of loan amortizations (worksheet building), developing payroll records (worksheet linking), charting, and investment analysis (financial and data analysis) are done as independent topics.

The prerequisite of CS 9B is required of all majors except students in the School of Business.

Credits: 1

Every Fall and Spring

CS 9L Advanced Fundamentals of Database

Students will study the advanced features of a database system such as design and create multiple tables, design and create multi-table queries, using calculation and action queries, and design and create reports, using form controls.

Pre-requisite of CS 9C is required.

Credits: 1

On Occasion

CS 9M PowerPoint

The student will learn how to transform ideas into professional and compelling presentations, such as creating, modifying, customizing presentations, enhancing charts, embedded objects and hyperlinks. Students will also learn how to use slide show features.

The pre-requisite of CS 9A or equivalent is required.

Credits: 1

Every Fall and Spring

CS 9N Advanced Web Page Design

The student will learn how to transform ideas into professional and compelling web pages. Topics include designing a web page with tables, using frames in a web site, and posting resumes to web pages. Students will develop their own web pages.

Pre-requisite of CS 9J is required.

Credits: 1

On Occasion

CS 9O Digital Imaging (Photoshop)

This course is designed for students with little or no Photoshop experience. Students will develop a working knowledge of the various tools and techniques used in the manipulation of digital images, apply these tools and techniques in the creation and editing of images in different contexts that range from Web to multimedia applications, including personal use and traditional print media. They will develop the ability to import images via scanners and digital cameras, enhance, colors, manipulate images, add image layers, and create animation. Weekly assignments will provide students with the opportunity to learn basic techniques and terminology and work with paint and illustration, graphics and images.

The pre-requisite of CS 9 is required.

Credits: 1

On Occasion

CS 9P Home Networking Basics

This course is designed for students with little or no computer experience. Students will develop a working knowledge of the various tools and techniques used to make computers more convenient, cost effective, and fun to use. Students will be taught how to connect computers together, about the various types of networks, appropriate network hardware installations, internet connections, network configuration including file sharing and folders, sharing printers and peripherals, and how to use the network to communicate with others.

The pre-requisite of CS 9 is required.

Credits: 1

On Occasion

CS 101 Fundamentals of Computer Science and Information Sciences

A broad overview of the main areas of study in Computer and Information Sciences. Topics include computer organization, information processing, algorithms, and programming. The main ideas behind the theory and design of Operating Systems, Databases, and Computer Networks, along with current views on the theory and practice of Software Engineering, and the basics of Artificial Intelligence are also explored. The course highlights the uses of computing systems in business, the sciences, and other professional fields. This course is required for all students majoring in Computer Science or Technology Management. It is also suitable for majors in other disciplines who want to go beyond being casual users of computers to gain a deeper appreciation of some of the most important computing and information technologies developed over the last fifty years. Three lecture hours, one hour lab.

Credits: 3

Every Fall and Spring

CS 102 Programming I

Problem solving, algorithmic design, and implementation using the C++ programming language are presented. Topics include fundamental data types and associated array types, I/O processing, conditional and loop constructs, use and implementation of functions. A brief overview of structures is given. Throughout the course, good programming styles and sound program construction are emphasized. Three lecture hours, one hour lab.

The pre-requisite of CS 101 is required.

Credits: 4

Every Fall and Spring

CS 117 Programming II

A continuation of CS 102 using the C++ programming language. Emphasis is on larger multi-file projects. Topics include file processing, pointers, dynamic memory allocation and its usage, string processing, aggregated data types, and their associated algorithms. Elements of object-oriented

programming, such as classes and their public interfaces" usage, are introduced. Three hours lecture, one hour laboratory.

The pre-requisite of CS 102 is required.

Credits: 4

Every Fall and Spring

CS 118 Computer Architecture

The course provides a comprehensive study of computer architecture and organization. Boolean algebra is introduced to teach digital devices. The operational units and their interconnections that realize the architectural specification of a computer are studied and their overall performance is analyzed. The design and implementation of a simple processor is an integral part of the course. Programming at different levels is also introduced.

Pre-requisite of CS 102 is required.

Credits: 3

Every Fall

CS 120 Web Development

Web page and Common Gateway interface (CGI) application development. Topics include HTML, Web browser and server communication using HTTP and HTTPS, browser state tracking, basic web server configuration settings, Client Side Java Scripting, back end database connectivity, and CGI application development using common tools and languages. Students are required to develop and complete several web based applications such as a shopping cart style website. Three hours lecture, one hour laboratory.

Pre-requisite of CS 102 is required.

Credits: 3

On Occasion

CS 129 E-Commerce Programming

The course is an introduction to the design, implementation, and the administration of e-commerce web sites. Students are expected to integrate several technologies to develop an e-commerce website which can display merchandise/services, accept orders, and process electronic payments.

The pre-requisites of CS 117 is required.

Credits: 4

On Occasion

CS 130 Algorithms and Data Structures I

A study of the design and representation of information and storage structures and their associated implementation in a block-structured language; linear lists, strings, stacks, queues, multi-linked structures, representation of trees and graphs, iterative and recursive programming techniques; storage systems, structures and allocation; file organization and maintenance; and sorting and searching algorithms. Three hours lecture, one hour laboratory.

Pre-requisite of CS 117 is required.

Credits: 3

Every Fall

CS 132 Discrete Structures in Computer Science

A study of the treatment of discrete mathematical structures and relevant algorithms used in the programming and computer science. Topics include the list, tree, set, relational and graph data models and their representation and use in searching, sorting and traversal algorithms; also, simulation, recursive algorithms and programming, analysis of running time of algorithms, and an introduction to finite-state machines and automata. Three hours lecture, one hour laboratory.

Pre-requisite of CS 130 is required.

Credits: 3

Every Spring

CS 135 Compiler Theory and Design

An examination of fundamental compiler organization. Topics include lexical analysis, syntax analysis, abstract syntax trees, symbol table organization, code generation and code optimization. Students are expected to implement a compiler for a given language, using tools such as LEX and YACC. Three hours lecture, one hour laboratory.

Pre-requisite of CS 130 is required.

Credits: 3

On Occasion

CS 140 Human-Computer Interaction

The course explores the design, evaluation, and implementation of interactive computing systems for human use. We will develop user interface prototypes according to cognitive principles and test them in real user scenarios.

The pre-requisite of CS/CIS 102 is required.

Credits: 3

Every Spring

CS 148 Database Systems I

The course is designed to impart the concepts and the practical aspects of database management systems and to provide an understanding of how data resources can be designed and managed to support information systems in organizations.

Topics covered include: database system functions, Entity-relationship (E-R) modeling and relational database model, basic normalization techniques, data integrity, and SQL query language. Three hours lecture, one hour laboratory.

The pre-requisite of CS 101 is required.

Credits: 4

Cross-Listings: CIS 148, CS 148

Every Fall

CS 149 Database Systems II

A continuation of Database Systems I introduced in CS 148. The course focuses on database programming techniques and some topics in advanced database design. Topics include: object-oriented database features, PL/SQL database programming with exception and error handling, database security and authorization, and concurrency control and recovery. Other advanced topics and issues in distributed and Internet

databases, and data warehousing are also covered. Three hours lecture, three hours laboratory.

Pre-requisite of CS 148 is required.

Credits: 3

On Occasion

CS 150 Operating Systems

An introduction to the fundamental concepts of operating systems: architectural support and operating systems interface; system calls; and process structure, concepts, management, interprocess communication, threads, memory management and virtual memory, file system interface and its implementation. Case studies from UNIX and Windows NT are examined. Three hours lecture, one hour laboratory.

The pre-requisite of CS 117 is required.

Credits: 4

Every Spring

CS 151 Programming Languages

A study of programming languages, environments, and tools. Modern software applications are increasingly implemented using a combination of different programming languages, each with its own strengths. Complex systems also incorporate "little languages" for specifying configuration details and business rules. In this course, students study language design issues, run-time organization, interpreters, programming environments, and other language-related tools. Three different languages are examined as case studies. Three hours lecture, one hour laboratory.

Pre-requisite of CS 117 is required.

Credits: 3

On Occasion

CS 153 System Software - C Language

System software implementation using C language. Topics include: functional decomposition, separate implementation code compilation, static and dynamic data structures, input/output, preprocessor facilities and the C Library.

Prerequisite CS 116 is required.

Credits: 3

On Occasion

CS 154 Computer Networks

An examination of the process used for data communication, including local area networks, satellite links, error handling, transmission capacity, circuit, packet and virtual networks, sliding window protocols, encryption, text compression, and distributed systems.

The pre-requisite of CS102 is required.

Credits: 4

Every Spring

CS 156 Internet Programming

A study of application programming for the Internet. Emphasis is on Java programming and object-oriented programming using the Java language. Java topics include classes, interfaces, polymorphism, threads, database-access, and applets. Students are required to complete projects

that run on a web server. Three hours lecture, one hour laboratory.

Pre-requisite of CS 117 is required.

Credits: 3

On Occasion

CS 157 Graphical User Interface

Development of Graphical applications for either Microsoft Windows or Unix X-Windows using an integrated development environment. Topics include building and design of form windows, event handling, program structure, and database connectivity. Three hours lecture, one hour laboratory.

Pre-requisite of CS 102 is required.

Credits: 3

On Occasion

CS 158 Privacy and Internet Security

A broad survey of the security and privacy threats faced by today's networked computing systems, and of the tools and techniques available to counteract such threats. Topics covered include cryptographic methods, authentication, electronic mail security, computer viruses, Internet security threats, and firewalls. Concrete technologies are presented, such as Kerberos (networked authentication system), IPSec under Windows(privacy), and iptables under Linux (firewalls). The laboratory sessions give the students a chance to implement working security and privacy policies under both Windows and Linux. Three hours lecture, one hour laboratory.

The pre-requisite of CS/CIS 154 is required.

Credits: 4

Cross-Listings: CIS 158, CS 158

On Occasion

CS 160 Computer Graphics

An overview of Computer Graphics using the OpenGL standard for rendering graphics, across different platforms and hardware. OpenGL is the preferred standard of developers and amateurs alike to create and manage game programs and other animated graphics application. Topics include the management of windows environment, rendering of primitive objects and complex objects in 2D and 3D, use of light, texture and perspective manipulation to create 3D effects, binding images to objects, and adding sounds. Three hours lecture, one hour laboratory.

Pre-requisite of CS 117 is required.

Credits: 3

On Occasion

CS 161 Object-Oriented Programming

Comprehensive treatment of object-oriented programming design techniques in C++. Specific topics include encapsulation, object classes, inheritance, polymorphism and genericity. Templates and the Standard Template Library (STL) are thoroughly presented and used in program construction. Run-Time Type Identification (RTTI) is also covered. Three hours lecture, one hour laboratory.

Pre-requisite of CS 130 is required.

Credits: 3

Every Spring

CS 162 Artificial Intelligence I

An introduction to the processes by which machines simulate intelligence. Topics include knowledge-representation techniques, including the predicate logic, state space problem formulation, logical reasoning methods, exhaustive and heuristic search strategies, rule-based production systems and examples of expert systems. PROLOG programming explained comprehensively. Each student is required to implement a small rule-based system in PROLOG. Three hours lecture, one hour laboratory.

The pre-requisite of CS 117 is required.

Credits: 3

Alternate Fall

CS 163 Data Mining and Business Intelligence

The study of advanced PROLOG programming, including advanced topics in knowledge representation and reasoning methods, which include semantic networks, frames non-monotonic reasoning and reasoning under uncertainty. A study is made of concepts and design techniques in application areas, such as natural-language processing, expert systems and machine learning. Introduction is made to genetic algorithms and neural networks. Three hours lecture, one hour laboratory.

Pre-requisites of CS 130 and CS 162 are required.

Credits: 3

On Occasion

CS 164 Software Engineering

A study of software project management concepts, software cost estimation, quality management, process involvement, overview of analysis and design methods, user interface evaluation, and design. Also considered are dependable systems - software reliability, programming for reliability, reuse, safety-critical systems, verification and validation techniques; object-oriented development; using UML; and software maintenance. Three hours lecture, one hour laboratory.

Pre-requisite of CS 130 is required.

Credits: 3

Every Spring

CS 165 Component-based Software Development and Reusability

The course provides an in-depth introduction to reusability and Component-Based Software Engineering (CBSE). The basic concepts of components, interfaces, contracts, design patterns and frameworks are presented. Topics covered include: current Component specification techniques such as UML and the Object Constraint Language (OCL); Component Models and Technology such as COM, DCOM, .NET; and Component composition and Integration.

Pre-requisite of CS 128 or CS 164 is required.

Credits: 3

On Occasion

CS 167 System and Network Administration

This course is designed to teach students how to administer a small network: install operating systems and packages, partition the disk, configure the network (routing and IP assignment), secure the network by means of firewalls, configure the mail system as well as the Web services, create user accounts, install new hardware, and manage printers. Three hours lecture, one hour laboratory.

Pre-requisites of CS 118 and CS 154 are required.

Credits: 3

On Occasion

CS 168 Special Topics in Computer Science

Discussion of topics of current interest in computer science in the area of the instructor's specialty.

Topics include: ASP Dot-Net Programming, E-commerce Developments and Applications, Web Animation, iPhone applications, and other topical developments in the field. One hour laboratory may be included, depending on the topic.

Credits: 3

On Occasion

CS 169 Special Topics in Computer Science

Discussion of topics of current interest in computer science in the area of the instructor's specialty.

Topics include: ASP Dot-Net Programming, E-commerce Developments and Applications, Web Animation, iPhone applications, and other topical developments in the field. One hour laboratory may be included, depending on the topic.

Credits: 3

On Occasion

CS 311 Capstone Project

The purpose of the Capstone Project courses are to analyze, design, and implement meaningful Information System that integrates all the other areas in the CS curriculum, such as Procedural and Object-oriented Programming, Database development, Networking, Web development, etc.

Students must submit a proposal for an Information Systems project. The proposal must include: Scope of the project, major requirements, analytical and development tools that will be used, Milestones, testing plans, Documentation plans and Training plans. Upon review and approval by the CS faculty, a faculty member will be assigned to the student to supervise all the stages of the project.

After its completion, the student will make a presentation regarding all aspects of the project before the CS faculty.

Credits: 3

Every Fall and Spring

CS 312 Capstone Project

The purpose of the Capstone Project courses are to analyze, design, and implement meaningful Information System that integrates all the other areas in the CS curriculum, such as Procedural and Object-oriented Programming, Database development, Networking, Web development, etc. Students must submit a proposal for an

Information Systems project. The proposal must include: Scope of the project, major requirements, analytical and development tools that will be used, Milestones, testing plans, Documentation plans and Training plans. Upon review and approval by the CS faculty, a faculty member will be assigned to the student to supervise all the stages of the project.

After its completion, the student will make a presentation regarding all aspects of the project before the CS faculty.

Credits: 3

Every Fall and Spring

CS 370 Computer Science Internship

An opportunity to extend classroom knowledge and gain direct practical experience in the computer field as an intern with a New York City government agency or with a major corporation in the metropolitan area. Students receive meaningful internship assignments and are directed by professionals in the normal working environment. Each student is required to schedule meetings with a faculty adviser, who provides academic supervision. May be taken twice for up to six credits. Completion of sophomore year and recommendation of the Department Chair are required.

Credits: 3

On Demand

CS 395 Honors Study

Honors Study is designed to give outstanding students an opportunity to do independent work in their major under the guidance of a member of the faculty. There are no regular class meetings. To be eligible, students must have upper-junior or senior status, a cumulative quality-point ratio of 3.00 and a 3.25 in the major subject, and the permission of the Chair of the Department and the Dean. Students must complete an application for Honors Study outlining the research or independent work to be undertaken and the name of the supervising faculty member. A total of six credits of Honors Study is the maximum allowed.

Credits: 3

On Demand

MIS 300 Strategic Information Technology

This course provides students with insights and knowledge they need to become active participants in the implementation and management of strategic information technology. The course demonstrates how IT relates to competition and even survival of today's corporations. Students learn how to recognize opportunities for companies and in the work environment and apply current technologies in innovative ways.

The pre-requisites of MAN 353, CS 148 and CS 158 are required.

Credits: 3

Every Fall and Spring

SCHOOL OF EDUCATION

LIU Brooklyn's School of Education prepares teachers, counselors, administrators and school psychologists for the challenges and the rewards of working in urban settings. Through rigorous and stimulating programs of study, students have the opportunity to work in urban schools and in a broad range of educational and/or mental health settings to: develop an inquiry stance toward practice; integrate theory and practice; and achieve high standards of practice. Graduates of our programs acquire the experiential knowledge that is essential for interacting with and guiding children and families in urban communities. All specialties, undergraduate and graduate, within the Teacher Education Program are accredited by the Teacher Education Accreditation Council (TEAC).

Our programs are designed to ensure that our graduates keep pace with changes and innovations in their chosen fields. The School's **KEEPS Mission**, its urban location and its nationally recognized faculty, make it an exciting place to study!

Structures Within the School of Education

The School of Education comprises two departments: Teaching, Learning and Leadership (TLL) and Counseling and School Psychology (CSP) departments. These departments provide educational opportunities leading to rewarding careers serving urban youth and families. TLL offers undergraduate and graduate degree programs in multiple teacher certification areas and educational leadership. CSP offers graduate programs in school counseling, mental health counseling, marriage and family therapy, and school psychology, and applied behavior analysis. Our professors are experts in these fields, with a range of experience that enables them to bring best practices into the classroom. All programs incorporate fieldwork throughout the curriculum and draw upon long-term relationships with schools and organizations in New York City that offer placements that are well suited to students' needs and interests. Please consult the sections below describing in detail each department and its offerings.

For information, please contact the Dean's Office at 718-488-1055, fax 718-488-3472, or visit the website at www.liu.edu/brooklyn/soe.

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KEEPS: The School of Education's Mission Statement

The KEEPS mission statement of LIU Brooklyn's School of Education addresses one of the most important questions in urban education today: How can urban educators be expertly prepared to meet rising academic standards while recognizing the unique experiences and strengths of urban schools and their children? One of the many strengths of the School of Education is that many of its future and practicing educators are themselves urban dwellers, immigrants, or members of ethno-linguistic and racial minorities. Thus, many of its educators bring to the classroom the experiential knowledge of urban and minority communities, essential to educating the children and families in those communities. The KEEPS mission is designed to help all urban educators meet rising academic standards, while also meeting performance standards that are based on the experiences and life of urban schools and their children.

KEEPS MISSION IN BRIEF

KEEPS: The desired qualities of LIU Brooklyn Educators

To carry on the important mission of the LIU Brooklyn School of Education, we value:

KNOWLEDGE and intellectual inquisitiveness about children, schools and the world.

ENQUIRY, or the collective discipline of observation, reflection, and non-judgmental description of children and their schoolwork, as well as descriptive inquiry of teaching and professional practice.

EMPATHY that rests on the human uniqueness and capacity to develop, as well as responsiveness to the needs and interests of urban learners and communities.

PLURALISM and attention to differences and to inclusion of all in the learning community of schools and the wider community.

SOCIAL COMMITMENT and the building of a just and democratic society.

KEEPS MISSION IN DEPTH

KNOWLEDGE and intellectual inquisitiveness about children, schools and the world.

LIU Brooklyn educators are intellectually rooted in the liberal arts, sciences, and pedagogy. We value knowing about the world, its people, languages and cultures, its natural and physical aspects, and its texts. We attach special importance to how to use that knowledge to teach others and work with urban children and adolescents in schools.

The curriculum of the School of Education advances this value by deepening the understanding acquired in liberal arts and sciences general education and major courses and contextualizing that knowledge through the world of schools and that of their clients -- children and adolescents, families, as well as teachers and other school professionals. Foundational courses are

interdisciplinary, attempting to deepen the multifaceted knowledge needed in the acts of teaching and learning, as well as spurring the dynamic and simultaneous use of interdisciplinary knowledge required in educating children.

LIU Brooklyn educators are interested in reading closely and writing carefully and extensively, and they understand that in doing so, they are constructing and developing their own knowledge about texts and the world, about the students with whom they work and the communities from which they come, and about schools and classrooms. Varied modes of writing and discussing are used throughout the curriculum to generate deep knowledge of academic texts, children and learners, teaching practice, and one another. Technology is used to increase connections and interrelatedness and thus support the construction of knowledge.

We value knowledge constructed over time and thus collect our work and that of the students with whom we work longitudinally. We actively use our collections of work to deepen reflection and generate knowledge. We're responsible thinkers, capable of reflecting on our own work, forming our own opinions, and using our knowledge to act independently in socially responsible ways.

ENQUIRY or the collective discipline of observation, reflection, and non-judgmental description of children and their school work, as well as descriptive inquiry of teaching and professional practice.

LIU Brooklyn educators value being active inquirers, curious about social and natural phenomena, able to imagine, and to invent. We're seriously reflective, and take time to study, reflect on words and texts, observe, research, collect work. We observe learners and their work closely and are able to describe them accurately while withholding judgment. We also value description and reflective review of our own teaching practice. We attach great importance to our ability as a group to inquire collectively into these matters and to include the voices of all members of the learning community, regardless of rank or function. We value acknowledging the range of attitudes, beliefs, experiences, knowledge and lenses of the group involved in the collective inquiry, and we look for the common threads as community is shaped. We use our collective inquiry to shape community and to create knowledge as a base for action, review, and constant regeneration and transformation.

The School of Education's curriculum includes specific courses that develop the foundational discipline of collective descriptive inquiry as it applies to children, classrooms, and schools, and it provides ample opportunity to practice descriptive inquiry both in college classrooms and in schools. We read the best literature available, supporting the development of educators' habits of being active inquirers, remaining "wide awake" in the words of Maxine Greene, being attentive to differences, and being able to withhold judgment.

This creates an inclusive space with an expanded range of possibilities, enabling our capacity both to act and to transform.

LIU Brooklyn educators are comfortable with inquiry and persevere with questions. We extend what learners bring by asking questions that widen their horizons of knowledge and experiences. We set up and construct learning contexts that stimulate active learning and the learner's curiosity, inquisitiveness and imagination. The Learning Center for Educators and Families (LCEF) provides experiences working with children and teachers in curriculum-related tasks, imagining, inventing, and investigating. LCEF also provides opportunities to conduct observations of student practice and to carry out research on the learning and development of children, adolescents and adults.

EMPATHY that rests on the human uniqueness and capacity to develop, as well as responsiveness to the needs and interests of urban learners and communities. LIU Brooklyn educators know that no two students are identical, as each person comes with his or her own world of experiences and beliefs, innate talents and learned skills. We believe in the potential of all students and seek to help students build on their strengths and abilities. We are deeply committed to the idea that all learners are capable of reaching their own unique potential. As empathic and caring educators, we are interested in attending to each individual student. To accomplish the goal of helping individual students grow, we seek to understand the unique perspectives and backgrounds of our students and their social context, and work within their frames of reference to help them accomplish what they seek. The curriculum of the School of Education uses collective inquiry, collaborative group work, and interactive dialogue journals to create a caring community of learners. From the very beginning, the curriculum includes field-based practices with individual children and families, building up the close familiarity that is required for empathy.

The curriculum also develops students' ethnographic skills to study communities and to build transcultural understanding and empathy.

PLURALISM and attention to differences and to inclusion of all in the learning community of schools and in the wider community.

LIU Brooklyn educators value the sociocultural and sociolinguistic pluralism of a global world, and especially of New York City's children and communities. We strive to acquire the different experiential knowledge bases that diverse communities have, to find commonalities in the human experience, and to shape a transcultural learning context, a third space, that is inclusive of differences. We attach importance to understanding the sociohistorical and sociocultural contexts of diverse groups, most especially of African-American, Caribbean-American, Latino and recent immigrant communities that are prominent in Brooklyn schools, and we use this

knowledge in teaching. We also value ethnographic processes of observation and participation that enable us to gain understanding of the complex and dynamic pluralism of communities.

The curriculum of the School of Education advances this value by recognizing ethnic, racial, gender, language, and ability differences, and by framing issues of child development, language and literacies, and teaching and learning within sociocultural and sociohistorical contexts. All courses in the School of Education's curriculum pay particular attention to the education of learners with disabilities and those who are bilingual, bidialectal, or learning English. While developing knowledge of specific skills and approaches needed to educate different groups of learners, for different purposes, and in different contexts, we also develop strategies for inclusion of all learners.

SOCIAL COMMITMENT and the building of a just and democratic society.

LIU Brooklyn educators are committed to making sure that all students, regardless of race, class, gender, language, sexual orientation or abilities, receive equitable educational services. We value the importance of inclusion in education and the merits of children from diverse educational and ethnic backgrounds learning together. We understand the relationship between our educational and social roles, as we advocate for children and learners and the transformation of classrooms and schools, toward the building of a better and more just world. In addition, we require that students demonstrate academic integrity, professional responsibility and ethical behavior in their scholarship and practice.

The School of Education's curriculum has strong field-based practices and develops democratic plural communities of learners and educators who are actively engaged in the transformation of urban schools and classrooms. The curriculum prepares educators for social action, empowering them to transform practices, curricula, and schools, so as to build a more just world.

School of Education Resources

Learning Center for Educators & Families (LCEF)

The Learning Center for Educators & Families (LCEF), located at 9 Hanover Place on the 3rd floor, is an extension of LIU Brooklyn's School of Education, which is on the 4th floor. LCEF provides a supportive environment for prospective and practicing teachers, which allows them to hone their skills. In service of these aims, LCEF provides meeting space for the School of Education faculty and for groups of teachers from the NYC schools to collaborate and work on various projects together. For further information, contact Charlotte Marchant, Director, LCEF, at charlott.marchant@liu.edu, 718-246-6496.

The classrooms at LCEF are used exclusively

by education faculty members, so they can create positive learning environments, which can be replicated in the classrooms of the teachers and the future classrooms of the pre-service teachers. The faculty work to make it a place where theory and what it means to become a teacher converge with practice in a supportive risk-free environment. The students engage in inquiry-based study in the reading, science, math and social studies methods classes that meet at LCEF.

LCEF has a state of the art computer lab as well as Smart Boards thus enabling faculty and students to use technology in meaningful ways in their own studies as well as developing relevant curriculum for their own classrooms.

The Family University (FUN) After School Program for the children of LIU Brooklyn students is housed at LCEF and provides a setting for teacher education students to see creative arts and community-building activities in action. It is used as a fieldwork site for students in education, social work, music and art programs. The children's presence in the building alongside the teacher education students serves as a reminder that theory and practice can and must be integrated to maximize learning. For further information, contact Guinevere Ellsworth, Director, FUN After School Program, at guinevere.ellsworth@liu.edu, 718-246-6488.

Academic Support

The School of Education offers academic support to students through workshops to help students prepare for teacher certification exams and writing tutoring. For more information, contact Martha Rosas, Director, Academic Support Services, at martha.rosas@liu.edu, 718-488-3452.

Teacher Resource Center

The Teacher Resource Center (located at LCEF), part of LIU Brooklyn's School of Education. The Teacher Resource Center was created to provide the resources and workshops to help new teachers feel more successful in their classrooms. Materials are available to instructors as well.

The Center, open Monday through Thursday, from 3 p.m. to 7 p.m. (Fall/Spring/Summer semesters), welcomes students and instructors to come in and browse, get work done, use the computers, have a cup of tea or coffee, and meet with other teachers. For more information, contact Shoshana Wolfe, Director, Teacher Resource Center, at shoshana@wolfe@liu.edu, 718-780-8549.

Center for Urban Educators (CUE)

CUE's mission is the development of culturally relevant and effective practices for the work of teaching, learning, and mental health and well-being in schools and communities in the urban context. The vision of teaching and practice guiding the Center's work is one that supports teachers and mental health practitioners as socially responsible people who are intellectually engaged and act as advocates of children, families, and communities.

CUE's core values are beliefs in human capacity and worth in the importance of educating, and practicing for health and democracy. The Center puts diverse perspectives alongside each other with the aim of getting beyond convention and creating new possibilities for teaching and serving children, families and communities. In order to create these opportunities, CUE supports the use of observation, description, and story as ways of generating understanding out of lived experiences. CUE incorporates descriptive inquiry to enact its values.

In its efforts to further its mission, CUE has developed a multi-faceted community of future teachers, university professors, and teachers and administrators in public schools. CUE works with New York City public schools, forms collaborations with educators both within and beyond LIU Brooklyn and supports publications and the annual CUE conference.

DEPARTMENT OF TEACHING, LEARNING AND LEADERSHIP

Professors Kesson, Rivera

Professors Emeriti Berkowitz, Kazlow, Long,
Nathanson, Pascale.

Associate Professors Bains, Dyasi, Lava
(Associate Dean), Lehman (Chair), Lemberger
Associate Professor Emeriti Floyd, Zinar
Assistant Professors Black, Harris, Pregot,
Schlessinger, Shuttleworth

Instructors Bjork, McLaughlin, Walsh

Adjunct: 30

The Department of Teaching, Learning and Leadership offers several majors at the undergraduate level, all leading to NYS teaching certification. All majors emphasize hands-on learning in a multicultural context. Classes are small, fostering an atmosphere of inquiry and reflection. Fieldwork and student teaching placements are in partner schools especially selected for excellence and diversity. With our emphasis on practice, students are out in the schools – observing, learning and doing – from the very beginning.

The following majors are offered:

- B.S., Adolescence Urban Education (7-12) in Biology, Chemistry, or Mathematics
- B.A., Adolescence Urban Education (7-12) in English, Social Studies, or Spanish
- B.S., Adolescence/Middle Childhood Urban Education (5-12) in Biology, Chemistry, or Mathematics
- B.A., Adolescence/Middle Childhood Urban Education (5-12) in English, or Social Studies
- B.S., Childhood Urban Education (1-6)
- B.S., Teacher of Physical Education in Urban Schools (all grades)
- B.F.A., Teacher of Visual Arts in Urban Schools (all grades)
- B.S., Music Education in Urban Schools (all grades)

An optional extension in Middle Childhood Education (Grades 7-9) in English, biology, chemistry, mathematics or social studies is available for majors in Childhood Education.

An optional extension in Bilingual Education is available for majors in Childhood Education.

Students planning to teach at an elementary school level must major in Childhood Urban Education and have a concentration or second major in one of the accepted liberal arts and sciences areas. Childhood Education must be their first major.

Students planning to be teachers of physical education must major in Physical Education. The program includes courses in physical education and sports sciences in addition to selected courses in Teaching and Learning.

Students planning to be teachers of art or music

education complete majors in the Department of Visual Arts and the Department of Performing Arts respectively along with specified courses in Teaching and Learning.

Requirements applicable to all the majors are described below in Core Program in Teacher Education. Specific descriptions of the majors may be found in the following section: Program Options in Teacher Education.

Core Program in Teacher Education

Admission and Progression

To enter any undergraduate program in Teaching and Learning, students must first be admitted to LIU Brooklyn, either as a freshman or as a transfer student. Students generally begin their teach education program in the second semester of their sophomore year. Students may, however, take the first course, TAL 201, starting in the second semester of their freshman year.

The undergraduate program in teacher education is divided into a pre-professional and a professional stage. All students are accepted into the pre-professional stage, consisting of the first 6 credits:

- TAL 201 Teaching: Imagine the Possibilities
- TAL 301 Observing and Describing Children or
- TAL 302 Observing and Describing Adolescents

In order to move from the pre-professional stage to the professional stage, students must have:

1. Completed a minimum of 66 general college credits with an overall minimum grade point average of 2.5;
2. TAL undergraduate majors must adhere to the liberal arts and sciences proficiency and core requirements, except for the following modifications:
Mathematics 10, 11z and 12z are required;
The natural science requirement is as follows:
Childhood
Physics 20, Chemistry 21, and Biology 22
Physical Education
Biology 3, Biology 4 and Biology 131
3. Successfully completed any required mathematics and English courses;
4. Achieved a minimum 3.0 average in the pre-professional TAL courses.

Students seeking to move from the pre-professional stage are reviewed by faculty to make sure that they meet these requirements. Students in the professional stage are reviewed at the end of each semester to ensure that they are maintaining a minimum 3.0 GPA in their TAL courses. They are also expected to gradually raise their overall GPA to at least 2.67, which is required for admission to student teaching. Students who fail to meet progression requirements and who are not favorably reviewed are subject to probation or dismissal from the program.

During the professional stage students must take and pass the Academic Literacy Skills Test (ALST); this is a prerequisite to student teaching. The Department of Teaching, Learning and Leadership holds workshops to prepare students for the exam.

Fieldwork and Student Teaching

Fieldwork is required in almost all undergraduate TAL courses. It is also a NYS requirement for teacher certification. Fieldwork is designed to give students the opportunity to apply the concepts and skills from TAL classes in a real-world setting and to help prepare them for student teaching.

Students must complete all required fieldwork to get a passing grade in a TAL course.

In order to complete fieldwork requirements, students should plan to have at least one day a week available each semester to be in a school placement during school hours. Fieldwork placements are arranged during the first week of the semester by the fieldwork coordinator. Paraprofessionals currently working in schools may be able, depending on circumstances, to complete their fieldwork in their place of employment.

Student teaching is usually completed during the last semester of the senior year. It is a full-time, 9-credit experience that consists of all-day student teaching, selected courses in TAL and the student teaching seminar. Students work in the classroom under the supervision of a cooperating teacher and are evaluated by a LIU faculty supervisor.

Students must apply for admission to student teaching during the previous semester. To be admitted to student teaching, students must have:

1. Completed at least 100 credits with an overall grade point average of 2.67;
2. Completed all prerequisite TAL courses with at least a 3.0 average.
3. Passed the Academic Literacy Skills Test (ALST) of the New York State Teacher Certification Exam (NYSTCE)
4. Attended an orientation session with the Director of Field Experiences and School Relations.
5. Completed an interview with a faculty member and received a positive reference from a professor.

Graduation and Certification

To graduate with a major in Teaching and Learning students must have:

1. Completed a minimum of 128 credits with an overall GPA of at least 2.67
2. Completed all program requirements including student teaching and a passing score on the ALST.
3. ALCX 702, ALCX 703, ALCX 704 & ALCX 705

In order to qualify for initial student teaching certification, students must:

1. Meet all the graduation requirements as stated above,

2. Complete state-mandated training in child abuse identification and reporting, school violence prevention, fire-safety, substance abuse prevention, and abduction prevention,
 3. Complete all required portions of the NYSTCE,
 4. Be a U.S. citizen or sign a Declaration of Intent
- The following sections of the New York State Teacher Certification Exam are required for teaching certification:

1. Academic Literacy Skills Test (ALST)
2. Educating All Students Test (EAS)
3. Content Specialty Test (CST) in the student’s certification area. (Candidates in Childhood Education must pass the Multi-Subject CST.)
4. For students seeking a Bilingual Extension, the Bilingual Education Assessment (BEA) in the target language of instruction.

Students complete state-mandated trainings through the following workshops offered in collaboration with the School of Continuing Studies:

- ALCX 702 - Child Abuse Identification and Reporting
- ALCX 703 - Violence Prevention
- ALCX 704 - Fire Safety, Substance Abuse, and Abduction Prevention
- ALCX 705 - Harassment, Bullying and Discrimination Prevention and Intervention

After granting initial certification, the NYSED allows five more years for candidates to complete requirements for professional certification, which include the following:

1. Master’s degree in education or in a related liberal arts and sciences subject;
2. One year of full-time mentored teaching experience and two additional years of teaching experience.

The School of Education certification officer assists students in obtaining certification when all the requirements have been met.

Program Options in Teacher Education

B.S. in Childhood Urban Education (1-6); Optional Extension in Bilingual Education; Optional Extension in Middle Childhood (7-9)

The 128-credit B.S. in Childhood Urban Education (Grades 1-6) leads to the degree of Bachelor of Science and eligibility for initial NYS certification in childhood education, grades 1-6. It prepares students to teach in elementary school classrooms.

The major in Childhood Urban Education consists of 40 credits in teaching and learning. Optional extensions are available for students interested in teaching in middle schools (6 credits)

or in bilingual classrooms (7 credits).

In addition, all Childhood Urban Education students must select a 30-credit concentration or a second major in a liberal arts and sciences area from among the following:

- Biology
- Chemistry
- Mathematics
- English
- History
- Humanities
- Foreign Languages and Literature
- Psychology
- Social Sciences

Students should consult with a TAL advisor regarding requirements for the concentration. If choosing a double major, students must select Childhood Urban Education as their first major. The requirements for the second major can be found in the relevant department’s section of the bulletin.

An optional extension in Middle Childhood Urban Education (6 credits) is available for students who wish to teach one of the content areas (biology, chemistry, English, mathematics, or social studies) at the middle school level. Students interested in the middle childhood extension must have at least 30 credits in their chosen content area. An optional extension in Bilingual Education (7 credits) prepares students to teach in bilingual classrooms.

The Childhood Urban Education program is divided into a pre-professional stage and a professional stage. All students are welcome to take six credits of pre-professional courses. Students must meet the requirements for progression into the professional stage, completion of fieldwork hours, admission to student teaching and graduation that are described in the previous section, Core Program in Teacher Education. Students graduating from the program are eligible for NYS certification once they have passed all required portions of the New York State Teacher Certification Exam (NYSTCE). The School of Education certification officer assists students in applying for certification when all requirements are met.

B.S., Childhood Urban Education (1-6)

[Program Code: 22846]

Graduation Requirements

Students must satisfy the Placement, Proficiency, Orientation and Core Curriculum criteria outlined in the Graduation Requirements section of this bulletin.

Core Curriculum requirements for this major are summarized below:

Core Seminar	3 credits
Humanities	
English Composition	3 credits
English Literature	6 credits
Philosophy	6 credits

Foreign Language 6 credits

Social Sciences

History 6 credits
Social Sciences 6 credits
(ANT, ECO, POL, PSY, SOC)

Science and Mathematics

Mathematics 6 credits
Laboratory Science 10 credits
(BIO, CHEM, and PHY)

Communication, Visual & Performing Arts

Speech 3 credits
Visual & Performing Arts 3 credits
(ART, DNC, MUS, THE)

Major Requirements

All of the following courses are required.

TAL 201	Teaching: Imagine the Possibilities	3.00
TAL 301	Observing and Describing Children	3.00
TAL 350	The Developing Child	4.00
TAL 351	Language and Literacy I	3.00
TAL 352	Sociology and Education	3.00
TAL 353	Creating Inclusive Classroom Communities	3.00
TAL 401	Language and Literacy II	3.00
TAL 402	Teaching and Learning Social Studies in Elementary Schools	3.00
TAL 403	Teaching and Learning Mathematics/ Technology in Elementary Schools	3.00
TAL 404	Teaching and Learning Science/ Technology in Elementary Schools	3.00
TAL 450	Student Teaching in Childhood Education	6.00
TAL 451	Student Teaching Seminar in Childhood Education	3.00

Areas of Specialization for B.S. in Childhood Urban Education

Students must complete 30 credits in one of the following areas:

- Biology
- Chemistry
- Mathematics
- English
- History
- Humanities
- Foreign Languages and Literature
- Psychology
- Social Science

See your Department of TLL Department advisor for information on choosing courses that meet the concentration requirements. **Optional Extension in Bilingual Education (9**

credits)

An optional Bilingual Extension is available for those who can demonstrate bilingual proficiency.

Students seeking the Bilingual Education extension must also pass the Bilingual Education Assessment (BEA) of the NYSTCE in the target language.

Optional Extension in Middle Childhood (5-9) (6 credits)

An optional Middle Childhood Extension to the Childhood Certification is available.

Credit and GPA Requirements

Minimum Total Credits: 128
 Minimum Liberal Arts and Sciences Credits: 64
 Minimum Major Credits: 40
 Minimum Area of Specialization Credits: 30
 Minimum Credits in Course >100 Level: 48

Minimum Education Major GPA: 3.0
 Minimum Overall GPA: 2.67

B.S. in Middle Childhood & Adolescence Urban Education (5-12), Biology

B.S., Middle Childhood & Adolescence Urban Education (5-12), Biology

[Program Code: 22855]

Graduation Requirements

Students must satisfy the Placement, Proficiency, Orientation and Core Curriculum criteria outlined in the Graduation Requirements section of this bulletin.

Core Curriculum requirements for this major are summarized below:

Core Seminar 3 credits

Humanities

English Composition 3 credits

English Literature 6 credits

Philosophy 6 credits

Foreign Language 6 credits

Social Sciences

History 6 credits

Social Sciences 6 credits

(ANT, ECO, POL, PSY, SOC)

Science and Mathematics

Mathematics 6 credits

Laboratory Science 10 credits

(BIO, CHEM, and PHY)

Communication, Visual & Performing Arts

Speech 3 credits

Visual & Performing Arts 3 credits

(ART, DNC, MUS, THE)

Major Requirements

TAL 201 Teaching: Imagine the Possibilities 3.00

TAL	251	Students with Special Needs	3.00
TAL	302	Observing and Describing Middle Childhood and Adolescent Learners	3.00
TAL	350	The Developing Child	4.00
TAL	352	Sociology and Education	3.00
TAL	400	The Developing Adolescent	3.00
TAL	401	Language and Literacy II	3.00
TAL	406	Health Education for Teachers	1.00
TAL	408	Middle Childhood Curriculum	3.00
TAL	421	Language & Literacy III: The Adolescent Learner	3.00
TAL	460	Student Teaching in Adolescence Education	3.00
TAL	461	Student Teaching Seminar in Adolescence Education	3.00
TAL	414	Teaching and Learning Science/Technology in Middle and Secondary Schools	3.00

Credit and GPA Requirements

Minimum Total Credits: 128
 Minimum Liberal Arts and Sciences Credits: 64
 Minimum Major Credits: 38
 Minimum Biology Specialization Credits: 30
 Minimum Credits in Courses >100 Level: 48

Minimum Major GPA: 3.0
 Minimum Overall GPA: 2.67

B.S. in Middle Childhood & Adolescence Urban Education (5-12), Chemistry

B.S., Middle Childhood & Adolescence Urban Education (5-12), Chemistry

[Program Code: 22856]

Graduation Requirements

Students must satisfy the Placement, Proficiency, Orientation and Core Curriculum criteria outlined in the Graduation Requirements section of this bulletin.

Core Curriculum requirements for this major are summarized below:

Core Seminar 3 credits

Humanities

English Composition 3 credits

English Literature 6 credits

Philosophy 6 credits
 Foreign Language 6 credits

Social Sciences

History 6 credits

Social Sciences 6 credits

(ANT, ECO, POL, PSY, SOC)

Science and Mathematics

Mathematics 6 credits

Laboratory Science 10 credits

(BIO, CHEM, and PHY)

Communication, Visual & Performing Arts

Speech 3 credits

Visual & Performing Arts 3 credits

(ART, DNC, MUS, THE)

Major Requirements

TAL 201 Teaching: Imagine the Possibilities 3.00

TAL 251 Students with Special Needs 3.00

TAL 302 Observing and Describing Middle Childhood and Adolescent Learners 3.00

TAL 350 The Developing Child 4.00

TAL 352 Sociology and Education 3.00

TAL 400 The Developing Adolescent 3.00

TAL 401 Language and Literacy II 3.00

TAL 406 Health Education for Teachers 1.00

TAL 408 Middle Childhood Curriculum 3.00

TAL 421 Language & Literacy III: The Adolescent Learner 3.00

TAL 460 Student Teaching in Adolescence Education 3.00

TAL 461 Student Teaching Seminar in Adolescence Education 3.00

TAL 414 Teaching and Learning Science/Technology in Middle and Secondary Schools 3.00

Credit and GPA Requirements

Minimum Total Credits: 128
 Minimum Liberal Arts and Sciences Credits: 64
 Minimum Major Credits: 38
 Minimum Chemistry Specialization Credits: 30
 Minimum Credits in Courses >100 Level: 48

Minimum Major GPA: 3.0
 Minimum Overall GPA: 2.67

B.A. in Middle Childhood & Adolescence Urban Education (5-12), English

B.A., Middle Childhood & Adolescence Urban Education (5-12), English

[Program Code: 22857]

Graduation Requirements

Students must satisfy the Placement, Proficiency, Orientation and Core Curriculum criteria outlined in the Graduation Requirements section of this bulletin.

Core Curriculum requirements for this major are summarized below:

Core Seminar 3 credits

Humanities

English Composition 3 credits

English Literature 6 credits

Philosophy 6 credits

Foreign Language 6 credits

Social Sciences

History 6 credits

Social Sciences 6 credits

(ANT, ECO, POL, PSY, SOC)

Science and Mathematics

Mathematics 6 credits

Laboratory Science 10 credits

(BIO, CHEM, and PHY)

Communication, Visual & Performing Arts

Speech 3 credits

Visual & Performing Arts 3 credits

(ART, DNC, MUS, THE)

Major Requirements

TAL 201 Teaching: Imagine the Possibilities 3.00

TAL 251 Students with Special Needs 3.00

TAL 302 Observing and Describing Middle Childhood and Adolescent Learners 3.00

TAL 350 The Developing Child 4.00

TAL 352 Sociology and Education 3.00

TAL 400 The Developing Adolescent 3.00

TAL 401 Language and Literacy II 3.00

TAL 406 Health Education for Teachers 1.00

TAL 408 Middle Childhood Curriculum 3.00

TAL 421 Language & Literacy III: The Adolescent Learner 3.00

TAL 460 Student Teaching in Adolescence Education 3.00

TAL 461 Student Teaching Seminar in Adolescence Education 3.00

TAL 411 Teaching and Learning English Language Arts in Middle and Secondary Schools 3.00

Credit and GPA Requirements

Minimum Total Credits: 128

Minimum Liberal Arts and Sciences Credits: 96

Minimum Major Credits: 38

Minimum English Specialization Credits: 30

Minimum Credits in Courses >100 Level: 48

Minimum Major GPA: 3.0

Minimum Overall GPA: 2.67

B.S. in Middle Childhood & Adolescence Urban Education (5-12), Mathematics

B.S., Middle Childhood & Adolescence Urban Education (5-12), Mathematics

[Program Code: 22860]

Graduation Requirements

Students must satisfy the Placement, Proficiency, Orientation and Core Curriculum criteria outlined in the Graduation Requirements section of this bulletin.

Core Curriculum requirements for this major are summarized below:

Core Seminar 3 credits

Humanities

English Composition 3 credits

English Literature 6 credits

Philosophy 6 credits

Foreign Language 6 credits

Social Sciences

History 6 credits

Social Sciences 6 credits

(ANT, ECO, POL, PSY, SOC)

Science and Mathematics

Mathematics 6 credits

Laboratory Science 10 credits

(BIO, CHEM, and PHY)

Communication, Visual & Performing Arts

Speech 3 credits

Visual & Performing Arts 3 credits

(ART, DNC, MUS, THE)

TAL 251 Students with Special Needs 3.00

TAL 302 Observing and Describing Middle Childhood and Adolescent Learners 3.00

TAL 350 The Developing Child 4.00

TAL 352 Sociology and Education 3.00

TAL 400 The Developing Adolescent 3.00

TAL 401 Language and Literacy II 3.00

TAL 406 Health Education for Teachers 1.00

TAL 408 Middle Childhood Curriculum 3.00

TAL 421 Language & Literacy III: The Adolescent Learner 3.00

TAL 421 Language & Literacy III: The Adolescent Learner 3.00

TAL 460 Student Teaching in Adolescence Education 3.00

TAL 461 Student Teaching Seminar in Adolescence Education 3.00

TAL 461 Student Teaching Seminar in Adolescence Education 3.00

TAL 461 Student Teaching Seminar in Adolescence Education 3.00

TAL 413 Teaching and Learning Mathematics/Technology in Middle and Secondary Schools 3.00

TAL 413 Teaching and Learning Mathematics/Technology in Middle and Secondary Schools 3.00

TAL 413 Teaching and Learning Mathematics/Technology in Middle and Secondary Schools 3.00

TAL 413 Teaching and Learning Mathematics/Technology in Middle and Secondary Schools 3.00

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TAL 413 Teaching and Learning Mathematics/Technology in Middle and Secondary Schools 3.00

TAL 413 Teaching and Learning Mathematics/Technology in Middle and Secondary Schools 3.00

TAL 413 Teaching and Learning Mathematics/Technology in Middle and Secondary Schools 3.00

TAL 413 Teaching and Learning Mathematics/Technology in Middle and Secondary Schools 3.00

Credit and GPA Requirements

Minimum Total Credits: 128

Minimum Liberal Arts and Sciences Credits: 64

Minimum Major Credits: 38

Minimum Mathematics Specialization Credits: 30

Minimum Credits in Courses >100 Level: 48

B.A. in Middle Childhood & Adolescence Urban Education (5-12), Social Studies

B.A., Middle Childhood & Adolescence Urban Education (5-12), Social Studies

[Program Code: 22858]

Graduation Requirements

Students must satisfy the Placement, Proficiency, Orientation and Core Curriculum criteria outlined in the Graduation Requirements section of this bulletin.

Core Curriculum requirements for this major are summarized below:

Core Seminar 3 credits

Humanities

English Composition 3 credits

English Literature 6 credits

Philosophy	6 credits
Foreign Language	6 credits
Social Sciences	
History	6 credits
Social Sciences (ANT, ECO, POL, PSY, SOC)	3 credits
Science and Mathematics	
Mathematics	3-4 credits
Laboratory Science (BIO, CHEM, and PHY)	10 credits
Communication, Visual & Performing Arts	
Speech	3 credits
Visual & Performing Arts (ART, DNC, MUS, THE)	3 credits

Major Requirements

All of the following courses are required.

TAL 201	Teaching: Imagine the Possibilities	3.00
TAL 251	Students with Special Needs	3.00
TAL 302	Observing and Describing Middle Childhood and Adolescent Learners	3.00
TAL 350	The Developing Child	4.00
TAL 352	Sociology and Education	3.00
TAL 400	The Developing Adolescent	3.00
TAL 401	Language and Literacy II	3.00
TAL 406	Health Education for Teachers	1.00
TAL 408	Middle Childhood Curriculum	3.00
TAL 421	Language & Literacy III: The Adolescent Learner	3.00
TAL 460	Student Teaching in Adolescence Education	3.00
TAL 461	Student Teaching Seminar in Adolescence Education	3.00
TAL 412	Teaching and Learning Social Studies in Middle and Secondary Schools	3.00

Credit and GPA Requirements

Minimum Total Credits: 128
 Minimum Liberal Arts and Sciences Credits: 64
 Minimum Major Credits: 38
 Minimum Social Studies Specialization Credits: 30
 Minimum Credits in Courses >100 Level: 48
 Minimum Major GPA: 3.0
 Minimum Overall GPA: 2.67

B.S. in Adolescence Urban Education – Biology

B.S., Adolescence Urban Education (7-12), Biology

[Program Code: 22849]

Graduation Requirements

Students must satisfy the Placement, Proficiency, Orientation and Core Curriculum criteria outlined in the Graduation Requirements section of this bulletin.

Core Curriculum requirements for this major are summarized below:

Core Seminar	3 credits
Humanities	
English Composition	3 credits
English Literature	6 credits
Philosophy	6 credits
Foreign Language	6 credits

Social Sciences

History	6 credits
Social Sciences (ANT, ECO, POL, PSY, SOC)	6 credits

Science and Mathematics

Mathematics	6 credits
Laboratory Science (BIO, CHEM, and PHY)	10 credits

Communication, Visual & Performing Arts

Speech	3 credits
Visual & Performing Arts (ART, DNC, MUS, THE)	3 credits

Major Requirements

TAL 201	Teaching: Imagine the Possibilities	3.00
TAL 251	Students with Special Needs	3.00
TAL 302	Observing and Describing Middle Childhood and Adolescent Learners	3.00b
TAL 352	Sociology and Education	3.00
TAL 400	The Developing Adolescent	3.00
TAL 401	Language and Literacy II	3.00
TAL 406	Health Education for Teachers	1.00
TAL 421	Language & Literacy III: The Adolescent Learner	3.00
TAL 460	Student Teaching in Adolescence Education	3.00
TAL 461	Student Teaching Seminar in Adolescence Education	3.00

TAL 414	Teaching and Learning Science/Technology in Middle and Secondary Schools	3.00
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Credit and GPA Requirements

Minimum Total Credits: 128
 Minimum Liberal Arts and Sciences Credits: 64
 Minimum Major Credits: 30
 Minimum Biology Specialization Credits: 30
 Minimum Credits in Courses >100 Level: 48
 Minimum Major GPA: 3.0
 Minimum Overall GPA: 2.67

B.S. in Adolescence Urban Education – Chemistry

B.S., Adolescence Urban Education (7-12), Chemistry

[Program Code: 22850]

Graduation Requirements

Students must satisfy the Placement, Proficiency, Orientation and Core Curriculum criteria outlined in the Graduation Requirements section of this bulletin.

Core Curriculum requirements for this major are summarized below:

Core Seminar	3 credits
Humanities	
English Composition	3 credits
English Literature	6 credits
Philosophy	6 credits
Foreign Language	6 credits

Social Sciences

History	6 credits
Social Sciences (ANT, ECO, POL, PSY, SOC)	6 credits

Science and Mathematics

Mathematics	6 credits
Laboratory Science (BIO, CHEM, and PHY)	10 credits

Communication, Visual & Performing Arts

Speech	3 credits
Visual & Performing Arts (ART, DNC, MUS, THE)	3 credits

Major Requirements

TAL 201	Teaching: Imagine the Possibilities	3.00
TAL 251	Students with Special Needs	3.00
TAL 302	Observing and Describing Middle Childhood and Adolescent Learners	3.00
TAL 352	Sociology and Education	3.00
TAL 400	The Developing Adolescent	3.00

TAL	401	Language and Literacy II	3.00
TAL	406	Health Education for Teachers	1.00
TAL	421	Language & Literacy III: The Adolescent Learner	3.00
TAL	460	Student Teaching in Adolescence Education	3.00
TAL	461	Student Teaching Seminar in Adolescence Education	3.00
TAL	414	Teaching and Learning Science/Technology in Middle and Secondary Schools	3.00

Credit and GPA Requirements

Minimum Total Credits: 128
 Minimum Liberal Arts and Sciences Credits: 64
 Minimum Major Credits: 31
 Minimum Chemistry Specialization Credits: 30
 Minimum Credits in Courses >100 Level: 48

Minimum Major GPA: 3.0
 Minimum Overall GPA: 2.67

B.A. in Adolescence Urban Education – English

B.A., Adolescence Urban Education (7-12), English

[Program Code: 22851]

Graduation Requirements

Students must satisfy the Placement, Proficiency, Orientation and Core Curriculum criteria outlined in the Graduation Requirements section of this bulletin.

Core Curriculum requirements for this major are summarized below:

Core Seminar 3 credits

Humanities

English Composition 3 credits
 English Literature 6 credits
 Philosophy 6 credits
 Foreign Language 6 credits

Social Sciences

History 6 credits
 Social Sciences 3 credits
 (ANT, ECO, POL, PSY, SOC)

Science and Mathematics

Mathematics 3-4 credits
 Laboratory Science 10 credits
 (BIO, CHEM, and PHY)

Communication, Visual & Performing Arts

Speech 3 credits
 Visual & Performing Arts 3 credits
 (ART, DNC, MUS, THE)

Major Requirements

All of the following courses are required:

TAL	201	Teaching: Imagine the Possibilities	3.00
TAL	251	Students with Special Needs	3.00
TAL	302	Observing and Describing Middle Childhood and Adolescent Learners	3.00
TAL	352	Sociology and Education	3.00
TAL	400	The Developing Adolescent	3.00
TAL	401	Language and Literacy II	3.00
TAL	406	Health Education for Teachers	1.00
TAL	421	Language & Literacy III: The Adolescent Learner	3.00
TAL	460	Student Teaching in Adolescence Education	3.00
TAL	461	Student Teaching Seminar in Adolescence Education	3.00
TAL	411	Teaching and Learning English Language Arts in Middle and Secondary Schools	3.00

Credit and GPA Requirements

Minimum Total Credits: 128
 Minimum Liberal Arts and Sciences Credits: 64
 Minimum Major Credits: 31
 Minimum English Specialization Credits: 30
 Minimum Credits in Courses >100 Level: 48

Minimum Major GPA: 3.0
 Minimum Overall GPA: 2.67

B.S. in Adolescence Urban Education – Mathematics

B.S., Adolescence Urban Education (7-12), Mathematics

[Program Code: 22852]

Graduation Requirements

Students must satisfy the Placement, Proficiency, Orientation and Core Curriculum criteria outlined in the Graduation Requirements section of this bulletin.

Core Curriculum requirements for this major are summarized below:

Core Seminar 3 credits

Humanities

English Composition 3 credits
 English Literature 6 credits
 Philosophy 6 credits
 Foreign Language 6 credits

Social Sciences

History 6 credits
 Social Sciences 6 credits
 (ANT, ECO, POL, PSY, SOC)

Science and Mathematics

Mathematics 6 credits
 Laboratory Science 10 credits
 (BIO, CHEM, and PHY)

Communication, Visual & Performing Arts

Speech 3 credits
 Visual & Performing Arts 3 credits
 (ART, DNC, MUS, THE)

Major Requirements

TAL	201	Teaching: Imagine the Possibilities	3.00
TAL	251	Students with Special Needs	3.00
TAL	302	Observing and Describing Middle Childhood and Adolescent Learners	3.00
TAL	352	Sociology and Education	3.00
TAL	400	The Developing Adolescent	3.00
TAL	401	Language and Literacy II	3.00
TAL	406	Health Education for Teachers	1.00
TAL	421	Language & Literacy III: The Adolescent Learner	3.00
TAL	460	Student Teaching in Adolescence Education	3.00
TAL	461	Student Teaching Seminar in Adolescence Education	3.00
TAL	413	Teaching and Learning Mathematics/Technology in Middle and Secondary Schools	3.00

Credit and GPA Requirements

Minimum Total Credits: 128
 Minimum Liberal Arts and Sciences Credits: 64
 Minimum Major Credits: 31
 Minimum Mathematics Specialization Credits: 30
 Minimum Credits in Courses >100 Level: 48

Minimum Major GPA: 3.0
 Minimum Overall GPA: 2.67

B.A. in Adolescence Urban Education – Social Studies

B.A., Adolescence Urban Education (7-12), Social Studies

[Program Code: 22853]

Graduation Requirements

Students must satisfy the Placement, Proficiency,

Orientation and Core Curriculum criteria outlined in the Graduation Requirements section of this bulletin.

Core Curriculum requirements for this major are summarized below:

Core Seminar 3 credits

Humanities

English Composition 3 credits

English Literature 6 credits

Philosophy 6 credits

Foreign Language 6 credits

Social Sciences

History 6 credits

Social Sciences 3 credits

(ANT, ECO, POL, PSY, SOC)

Science and Mathematics

Mathematics 3-4 credits

Laboratory Science 10 credits

(BIO, CHEM, and PHY)

Communication, Visual & Performing Arts

Speech 3 credits

Major Requirements

All of the following courses are required:

TAL 201 Teaching: Imagine the Possibilities 3.00

TAL 251 Students with Special Needs 3.00

TAL 302 Observing and Describing Middle Childhood and Adolescent Learners 3.00

TAL 352 Sociology and Education 3.00

TAL 400 The Developing Adolescent 3.00

TAL 401 Language and Literacy II 3.00

TAL 406 Health Education for Teachers 1.00

TAL 421 Language & Literacy III: The Adolescent Learner 3.00

TAL 460 Student Teaching in Adolescence Education 3.00

TAL 461 Student Teaching Seminar in Adolescence Education 3.00

TAL 412 Teaching and Learning Social Studies in Middle and Secondary Schools 3.00

Credit and GPA Requirements

Minimum Total Credits: 128

Minimum Liberal Arts and Sciences Credits: 64

Minimum Major Credits: 31

Minimum Social Studies Specialization Credits: 30

Minimum Credits in Courses >100 Level: 48

Minimum Major GPA: 3.0

Minimum Overall GPA: 2.67

B.A. in Adolescence Urban Education – Spanish

B.A., Adolescence Urban Education (7-12), Spanish

[Program Code: 22854]

Graduation Requirements

Students must satisfy the Placement, Proficiency, Orientation and Core Curriculum criteria outlined in the Graduation Requirements section of this bulletin.

Core Curriculum requirements for this major are summarized below:

Core Seminar 3 credits

Humanities

English Composition 3 credits

English Literature 6 credits

Philosophy 6 credits

Foreign Language 6 credits

Social Sciences

History 6 credits

Social Sciences 3 credits

(ANT, ECO, POL, PSY, SOC)

Science and Mathematics

Mathematics 3-4 credits

Laboratory Science 10 credits

(BIO, CHEM, and PHY)

Communication, Visual & Performing Arts

Speech 3 credits

Major Requirements

All of the following courses are required:

TAL 201 Teaching: Imagine the Possibilities 3.00

TAL 251 Students with Special Needs 3.00

TAL 302 Observing and Describing Middle Childhood and Adolescent Learners 3.00

TAL 352 Sociology and Education 3.00

TAL 400 The Developing Adolescent 3.00

TAL 401 Language and Literacy II 3.00

TAL 406 Health Education for Teachers 1.00

TAL 421 Language & Literacy III: The Adolescent Learner 3.00

TAL 460 Student Teaching in Adolescence Education 3.00

TAL 461 Student Teaching Seminar in Adolescence Education 3.00

TAL 415 Teaching and Learning a Language Other Than English in Middle and Secondary Schools 3.00

Credit and GPA Requirements

Minimum Total Credits: 128

Minimum Liberal Arts and Sciences Credits: 64

Minimum Major Credits: 31

Minimum Spanish Specialization Credits: 30

Minimum Credits in Courses >100 Level: 48

Minimum Major GPA: 3.0

Minimum Overall GPA: 2.67

B.F.A. in Teacher of Visual Arts in Urban Schools

[Program Code 22848]

The 128-credit B.F.A. in Teacher of Visual Arts in Urban Schools (Grades K through 12) leads to the degree of Bachelor of Fine Arts and eligibility for Initial NYS certification in Visual Arts Education, kindergarten to grade 12. It prepares students to teach art at any grade level.

The program of study in visual art education includes a full major in the Department of Visual Arts with selected courses in teacher education, including six credits of methods courses cross-listed as TAL and ART.

The program is divided into a pre-professional stage and a professional stage. All students are welcome to take six credits of pre-professional courses. Students must meet the specific requirements for progression into the professional stage, completion of fieldwork hours, admission to student teaching and graduation that are described in the previous section, Core Program in Teaching and Learning.

Students graduating from the program are eligible for NYS certification once they have passed all required portions of the New York State Teacher Certification Exam (NYSTCE). The School of Education Certification Officer assists students in applying for certification when all requirements are met.

Note: The B.F.A. in Teacher of Visual Arts in Urban Schools is jointly offered with Conolly College of Liberal Arts & Sciences. Please see Department of Visual Arts, in this bulletin, for program requirements.

B.S. in Music Education in Urban Schools (Pre-K-Grade 12)

[Program Code 27181]

The 128-credit B.S. in Music Education in Urban Schools (Pre-K-Grade 12) leads to a Bachelor of Science degree and eligibility for initial NYS certification in Music Education, pre-kindergarten to grade 12. It prepares students to teach music at any grade level.

The program of study in music education

includes a full major in the Department of Performing Arts with selected courses in teacher education, including six credits of methods courses cross-listed as TAL and MUS.

The program is divided into a pre-professional stage and a professional stage. All students are welcome to take 6 credits of pre-professional courses. Students must meet the specific requirements for progression into the professional stage, completion of fieldwork hours, admission to student teaching, and graduation that are described in the previous section, Core Program in Teacher Education.

Students graduating from the program are eligible for NYS certification once they have passed all required portions of the New York State Teacher Certification Exam (NYSTCE). The School of Education certification officer assists students in applying for certification when all requirements are met.

Note: The B.S. in Music Education in Urban Schools is jointly offered with Conolly College of Liberal Arts & Sciences. Please see Department of Performing Arts, in this bulletin, for program requirements.

Teaching, Learning and Leadership Courses

TAL 201 Teaching: Imagine the Possibilities

An introduction for the preprofessional student to the possibilities and processes of professional life in diverse inclusive urban schools through initial exploration of school contexts, learning processes, roles of teachers, and the self as a prospective teacher. Guided school visits, reflective writings, and seminal readings enable students to examine the field of education from historical, sociological and philosophical perspectives. Selected Teaching and Learning faculty discuss such current trends as multiculturalism and the inclusion of students with disabilities. For all students considering teaching as a career choice. Fifteen hours of structured fieldwork required.

Credits: 3

Every Fall and Spring

TAL 250 Developmental Psychology

An introductory study of the physical, cognitive, social, language, emotional, and moral development of children, adolescents, and adults from birth through the lifespan. The relationship between learning and development and the factors that may hinder or enhance these processes are explored. Throughout the course, attention is given to the ways in which race, culture, ethnicity, language, class, gender, sexual orientation, and disability play a role in the teaching and learning process.

Credits: 3

Annually

TAL 251 Students with Special Needs

An introduction to the historical and legislative background of exceptionality and special education. An overview is presented of behavioral characteristics and special educational needs of students who are exceptional in sensorimotor, cognitive, social-emotional and linguistic development. Attention is given to implications for teaching and learning, identification, referral, IEP implementation, parent collaboration, and classification and organization for instructional purposes. Guided fieldwork experience is required.

Credits: 3

Annually

TAL 301 Observing and Describing Children

An introduction to a holistic method of observing and reflecting on children. Throughout the semester, students observe a child in home, school and community settings; this descriptive review process has as its philosophical foundation the premise that children construct knowledge and make meaning of their world. Students learn a descriptive vocabulary and the skills necessary to write a full and balanced portrayal of a learner that becomes fundamental to their teaching practice. Thirty hours of structured fieldwork are required. *The pre-requisite of TAL 201 is required.*

Credits: 3

Every Fall and Spring

TAL 302 Observing and Describing Middle Childhood and Adolescent Learners

An exploration of the world of the middle childhood/adolescent learner using naturalistic inquiry methods such as participant observation and interviews in a variety of settings, including school, home and community. This descriptive review process has as its philosophical foundation the premise that all learners construct knowledge and make meaning within a sociocultural context. Students learn a descriptive vocabulary and the skills necessary to write a full and balanced portrayal of a learner that becomes fundamental to their teaching practice. Thirty hours of structured fieldwork are required.

The pre-requisite of TAL 201 is required.

Credits: 3

Annually

TAL 350 The Developing Child

An introductory examination of the process of change from birth through pre-adolescence in children from diverse backgrounds with a range of abilities. Theories of development and learning and ways in which they inform educational practices will be studied. Throughout the course, attention will be given to ways in which culture, race, class, ethnicity, gender; sexual orientation, language, and disability play a role in development and in the teaching and learning process. The course will also explore the lives of children who have disabilities from historical, legislative, educational, and autobiographical perspectives. The classification process in schools including how students are identified to have disabilities will be addressed. Students will have fieldwork experiences with children and will engage in different types of course assignments to develop discipline-specific writing skills. Writing-intensive course for the major. Fifteen hours of structured fieldwork required. *The pre-requisite of TAL 301 or 302 is required and a minimum GPA of 2.50.*

Credits: 4

Annually

TAL 351 Language and Literacy I

A focus on emergent literacy, emphasizing the teaching of reading from a developmental socio-psycholinguistic perspective and highlighting the relationship between language and literacy. Different theories of teaching reading and writing are discussed. Students become familiar with appropriate literature for young children as well as the concept of multiple literacies. Special attention is given to developing strategies to meet individual learning needs within a collaborative and inclusive model, including the needs of children with disabilities, bilingual students and English-language learners. The role of assessment in planning instruction is also addressed. An integrated fieldwork experience includes the home,

community and classroom teaching environments. Fifteen hours of structured fieldwork required.

The pre-requisite of TAL 301 or TAL 302 is required and a minimum GPA of 2.50 is required.

Credits: 3

Annually

TAL 352 Sociology and Education

A field-based course in which students use the results of sociological research to inform their observation and analysis of schools and society. Emphasis is placed on such variables as parental involvement and home environment, race/ethnicity, and social class as well as school-related variables, including grouping and teaching practices, teacher attributes and expectations, class and school size, and curriculum. Students make an observational study in a classroom setting that addresses a problem of significance. Ten hours of structured fieldwork are required.

The pre-requisite of TAL 301 or 302 is required and a minimum GPA of 2.50.

Credits: 3

Annually

TAL 353 Creating Inclusive Classroom Communities

A course in which students explore ways to create peaceful democratic classrooms where all children are respected and valued. Emphasis will be on viewing behavior and classroom management contextually, with the aim of fostering social and emotional learning. Students will learn and practice methods of facilitating positive classroom climate, such as peer mediation, conflict resolution, and positive behavioral supports which promote interpersonal communication and social participation. 15 fieldwork hours required. *The pre-requisite of TAL 350 is required.*

Credits: 3

Annually

TAL 356 Bilingualism Bilingual Education and Multiculturalism

An introduction to the individual, social, cognitive and linguistic nature of bilingualism, including issues related to assessment and second language acquisition. The course also addresses bilingual education policies, historical and legal foundations, program models, and practices, including the impact of culture on teaching and learning. Ten hours of structured fieldwork required. *The pre-requisite of TAL 301 or 302 is required and a minimum GPA of 2.50.*

Credits: 3

On Occasion

TAL 400 The Developing Adolescent

A focus on the preadolescent and adolescent that examines the processes of growth and development in individuals from diverse backgrounds with a range of abilities. Theories of development and learning and ways in which they inform social and educational practices are studied. The relationship between learning and development and the factors

that may hinder or enhance these processes are explored. Throughout the course, attention is given to ways in which race, culture, ethnicity, language, class, gender, sexual orientation, and disability play a role in development and in the teaching and learning process. The impact of early developmental experiences on adolescent development is also investigated. Students have integrated fieldwork experience with adolescents in different settings. Fifteen hours of structured fieldwork required.

The pre-requisites of TAL 301 or TAL 302 is required and a minimum GPA of 2.50 is required.

Credits: 3

On Occasion

TAL 401 Language and Literacy II

A focus on the developing and fluent reader and the place of reading within the integrated curriculum. Linguistic and cognitive processes underlying comprehension are explored within a balanced literacy program of reading and writing instruction. Students become familiar with a variety of literature for children. Special attention is given to developing strategies to meet individual learning needs within a collaborative and inclusive model, including issues of bilingualism and biliteracy. The role of assessment in planning instruction is also addressed, along with approaches to remediation of literacy difficulties. An integrated fieldwork experience focuses on small-group and classroom instruction. Fifteen hours of structured fieldwork required.

The pre-requisites of TAL 350 and 351 or TAL 302, ALCX 702-705 are required and a minimum GPA of 2.50 is required.

Credits: 3

Annually

TAL 402 Teaching and Learning Social Studies in Elementary Schools

An introduction to a theme-based, inquiry-directed, literature-rich, multicultural approach to teaching and learning social studies. New York State social studies standards are reviewed, with a focus on learning goals, essential questions, portfolio assessment, and preparation for democratic citizenship. Emphasis is placed on building broadly inclusive classroom communities. Strategies to meet individual learning needs within an inclusive model are discussed. The fieldwork component integrates course work and classroom practice. Fifteen hours of structured fieldwork required.

The pre-requisites of TAL 350, TAL 351 and ALCX 702 - 705 are required and a minimum GPA of 2.50 is required.

Credits: 3

Annually

TAL 403 Teaching and Learning Mathematics/Technology in Elementary Schools

An inquiry-based approach to learning mathematics and technology as a tool for teaching. Emphasis is placed on raising questions, planning and developing solutions for open-ended mathematical

problems, and formative assessment of learning. While reviewing basic mathematical concepts such as variables, functions and measurements, students practice the inquiry approach in fieldwork experience. Particular attention is paid to developing strategies to meet individual learning needs within a collaborative and inclusive model while addressing NYS/Common Core Learning Standards. Approaches to addressing difficulties in math will be explored. Fifteen hours of structured fieldwork required.

The pre-requisites of TAL 350, TAL 351 and ALCX 702 - 705 are required and a minimum GPA of 2.50 is required.

Credits: 3

Annually

TAL 404 Teaching and Learning Science/Technology in Elementary Schools

An inquiry-based approach to teaching science and technology. Emphasis is placed on raising questions, planning and developing solutions for open-ended mathematical problems, and formative assessment of learning. While reviewing basic science concepts and skills, students practice the inquiry approach in fieldwork experience. Particular attention is paid to developing strategies to meet individual learning needs within an inclusive model while addressing NYS/Common Core Learning Standards. Fifteen hours of structured fieldwork required.

The pre-requisites of TAL 350, TAL 351 and ALCX 702 - 705 are required and a minimum GPA of 2.50 is required.

Credits: 3

Annually

TAL 406 Health Education for Teachers

A review of critical issues in health for pre-service teachers, including methods and materials for teaching about substance abuse, nutrition, fitness, stress management and sex education. Emphasis is placed on the role of planning in helping students make choices about health issues.

The pre-requisite of TAL 301 or 302 is required and a minimum GPA of 2.50 is required.

Credits: 1

Annually

TAL 408 Middle Childhood Curriculum

An opportunity to create, evaluate and implement middle school curriculum by beginning with essential questions about language arts, mathematics, science and social studies. Students become familiar with NYS/Common Core Learning Standards and learn to integrate these standards into the curriculum they develop for diverse learners. In-depth exploration of critical issues across subject areas is emphasized. Various inquiry and assessment methods to engage middle school learners are taught, and students learn how to collaborate with colleagues in a team approach. Thirty hours of structured fieldwork required.

Credits: 3

On Demand

TAL 411 Teaching and Learning English Language Arts in Middle and Secondary Schools

An examination of fundamental issues in the teaching of English language arts at the middle and secondary levels. New York State English Language Arts standards are reviewed, with a focus on reading and writing for information, literary interpretation, personal expression, and critical analysis. Students explore ways to bring enriching multiple representations of content and multicultural materials to their classroom instruction. Students are introduced to a range of literary genres and texts from a multicultural perspective and to various approaches to the teaching of writing. Applications of technology to teaching language arts are explored. The place of grammar in the English curriculum is also addressed. Emphasis is on formative assessment and strategies to meet individual learning needs within an inclusive model. Fifteen hours of structured fieldwork required.

The co-requisites of TAL 406, 460 and 461 are required.

The pre-requisites of TAL 400 and 421 are required.

Credits: 3

On Demand

TAL 412 Teaching and Learning Social Studies in Middle and Secondary Schools

An inquiry-directed, literature-rich, multicultural approach to teaching and learning Social Studies in middle and secondary schools. New York State Social Studies standards for history and social sciences are reviewed, with a focus on teaching strategies and methods, learning goals, essential questions, portfolio assessment, uses of technology, and literacy in the content area. Students explore ways to bring enriching multiple representations of content and multicultural materials to their classroom instruction. Strategies for meeting individual learning needs within inclusive classroom communities are emphasized. Fifteen hours of structured fieldwork required.

The co-requisites of TAL 406, 460 and 461 are required.

The pre-requisites of TAL 400 and 421 are required.

Credits: 3

On Demand

TAL 413 Teaching and Learning Mathematics/Technology in Middle and Secondary Schools

An integrated inquiry-based approach to the teaching of mathematics and technology at the middle and secondary school levels. Basic mathematics concepts, such as properties of numbers, algebraic expressions, solving linear equations, and geometry are reviewed. Attention is paid to teaching to meet New York State learning standards while developing strategies to meet

students; diverse needs. Students explore ways to bring enriching multiple representations of content and multicultural materials to their classroom instruction. Emphasis is placed on raising questions, planning, and developing solutions for open-ended problems, reviewing secondary curricula in the students; subject field of specialization, and formative assessment of learning. Fifteen hours of structured fieldwork required.

The co-requisites of TAL 406, 460 and 461 are required.

The pre-requisites of TAL 400 and 421 are required.

Credits: 3

On Demand

TAL 414 Teaching and Learning Science/Technology in Middle and Secondary Schools

An integrated inquiry-based approach to the teaching of science and technology at the middle and secondary school levels. The focus is on common themes, such as motion, energy, and form and function, which connect the life, physical, chemical, and earth sciences. Attention is paid to teaching to meet New York State learning standards while developing strategies to meet students; diverse needs. Students explore ways to bring enriching multiple representations of content and multicultural materials to their classroom instruction. Emphasis is placed on raising questions, planning, and developing solutions for open-ended problems, reviewing secondary curricula in the students; subject field of specialization, and formative assessment of learning. Fifteen hours of structured fieldwork required.

The co-requisites of TAL 406, 460 and 461 are required.

The pre-requisites of TAL 400 and 421 are required.

Credits: 3

On Demand

TAL 415 Teaching and Learning a Language Other Than English in Middle and Secondary Schools

An examination of issues and standards in teaching Languages Other Than English (LOTE) at the middle and secondary levels. Students analyze different strategies and materials used in middle and secondary schools to develop communicative fluency as well as literacy in a LOTE. Strategies are also developed to teach the literature in the LOTE, as well as the culture of the speakers of the LOTE. Differences in strategies between teaching a LOTE, teaching English as a second language, and teaching a heritage language in a bilingual classroom are addressed. Students design lessons and thematic units, practice strategies, and develop competency in language assessment. Twelve hours of structured fieldwork required.

The co-requisites of TAL 406, 460 and 461 are required.

The pre-requisites of TAL 400 and 421 are

required.

Credits: 3

On Occasion

TAL 417 Teaching in the Native Language in Bilingual Classrooms

An exploration of teaching models and strategies used to develop native language literacy (reading, writing, speaking and listening) and to use the native language in teaching content areas (mathematics, science and social studies). Students evaluate and select a wide variety of culturally appropriate native language curricula and resources to enhance literacy and content skills. In addition, students become knowledgeable about children's literature and media in the native language. Five hours of structured fieldwork required.

The co-requisite of TAL 418 is required.

The pre-requisites of TAL 350 and TAL 351 are required.

Credits: 2

On Occasion

TAL 418 Teaching in English in Bilingual Classrooms

An introduction to TESOL methods and materials. Students also learn strategies for teaching English language literacy and content area subject matter through the second language. Special attention is given to building on the native language knowledge base. Students evaluate and select a wide variety of culturally appropriate English language curricula and resources to enhance literacy and content skills, including children's literature and media. Five hours of structured fieldwork required.

The co-requisite of TAL 417 is required.

The pre-requisites of TAL 350 and 351 are required.

Credits: 2

On Occasion

TAL 421 Language & Literacy III: The Adolescent Learner

A course that addresses the teaching of literacy at the middle childhood and adolescent levels from a developmental perspective, building upon the foundations of literacy established in early childhood and childhood. Emphasis will be on the development of fluent mature reading, including strategies for teaching vocabulary, critical thinking, reading in the content areas, and study skills.

Various approaches to the teaching of writing will be presented, and students will become familiar with a diverse range of multicultural literature for middle-school children and adolescents. Practices related to assessment and the organization of instruction will be introduced. Strategies for adaptation of instruction for children of diverse abilities and language backgrounds will also be addressed. Fifteen hours of structured fieldwork required.

Credits: 3

On Demand

TAL 431 Methods of Teaching Art: Elementary

Hands-on use of the appropriate materials for the child in elementary school, such as paint, clay, papier mache and textiles. Includes lectures, readings, a museum visit and observations at an elementary school. 10 Hours of Fieldwork.

Credits: 3

Cross-Listings: ART 146, TAL 431

Every Fall

TAL 432 Methods of Teaching Art: Secondary

Use of materials and formulation of projects for students on the secondary level (7-12). Formal lesson plans are developed dealing with structured studio art classes in art history, drawing, painting, perspective, ceramics, photography and fiber design.

Credits: 3

Cross-Listings: ART 147, TAL 432

Every Spring

TAL 450 Student Teaching in Childhood Education

A student teaching semester that prepares reflective teachers to create effective classrooms and schools for all urban students. Students participate in every aspect of practice, including planning, implementation and assessment of curriculum and instruction. They immerse themselves in the life of a school, recording and thinking about the purposes, complexities and consequences of what they do as teachers in order to learn from their experiences. Students are supervised by a University faculty member and a cooperating teacher in the participating school. Schools and classrooms are chosen with special attention to diversity. Student teaching is full time, five days a week for 15 weeks. Students have one main placement in grades 1 through 3 or grades 4 through 6 throughout the semester. In addition, they are required to student teach for a minimum of 20 full days at the other level (either 1-3 or 4-6).

The co-requisite of TAL 451 is required and permission of the Department.

Credits: 6

Every Fall and Spring

TAL 451 Student Teaching Seminar in Childhood Education

A seminar that gives student teachers an opportunity to look closely and critically at their work in classrooms. Through reflective conversations, readings and writing assignments about their teaching practice, students learn how to create meaningful relationships with children and the classroom community through engaging curriculum. They explore how issues of diversity, including class, disability, ethnicity, gender, language, race and sexual orientation; affect the lives of children and their own lives as teachers. Major strands underlying the childhood education program are revisited and integrated with new material that will deepen students understanding of how to meet the educational needs of all students.

The co-requisite of TAL 450 is required.

Credits: 3

Every Fall and Spring

TAL 460 Student Teaching in Adolescence Education

A student teaching semester that prepares reflective teachers to create excellent classrooms and schools for all urban students. Students participate in every aspect of practice, including planning, implementation, and assessment of curriculum and instruction. They immerse themselves in the life of a school, recording and thinking about the purposes, complexities and consequences of what they do as teachers in order to learn from their experiences. Students are supervised by a University faculty member and a cooperating teacher in the participating school. Schools and classrooms are chosen with special attention to diversity. Student teaching is full time, five days a week for 15 weeks. Students have one main placement in grades 7 through 9 or grades 10 through 12 throughout the semester. In addition, they will be required to student teach for a minimum of 20 full days at the other level. Program approval required.

The co-requisite of TAL 461 is required.

Credits: 3

Every Fall and Spring

TAL 461 Student Teaching Seminar in Adolescence Education

A student seminar that gives student teachers an opportunity to look closely and critically at their work in classrooms. Through reflective conversations, readings and writing assignments about their teaching practice, students learn how to create meaningful relationships with children and the classroom community through engaging curriculum. They explore how issues of diversity, including class, disability, ethnicity, gender, language, race and sexual orientation, affect the lives of children and their own lives as teachers. Major strands underlying the adolescent education program are revisited and integrated with new material that will deepen students understanding of how to meet the educational needs of all students.

The co-requisite of TAL 460 is required.

Credits: 3

Every Fall and Spring

TAL 465 Student Teaching in Art Education

A student teaching semester that prepares reflective art teachers who work to create excellent classrooms and schools for all urban students. Students participate in every aspect of practice, including planning, implementation and assessment of curriculum and instruction. They immerse themselves in the life of a school, recording and thinking about the purposes, complexities and consequences of what they do as teachers in order to learn from their experiences. Students are supervised by a University faculty member and a cooperating teacher in the participating school. Schools and classrooms are chosen with special

attention to art creativity and diversity. Student teaching is full time, five days a week for 15 weeks. Students have two placements: half of their time is spent in a pre-kindergarten through grade 6 setting, the other half in a grade 7 through 12 setting. Program approval required.

The co-requisite of TAL 466 is required.

Credits: 6

Every Fall and Spring

TAL 466 Student Teaching Seminar in Art Education

A student teaching seminar that gives students an opportunity to look closely and critically at their work in classrooms. Through reflective conversations and reading and writing assignments about their teaching practice, they come to understand how to create meaningful relationships with children in the classroom community and to use the arts in education. Students explore the impact of diversity, including race, culture, ethnicity, language, class, gender, sexual orientation and disability within the school culture and the creation and meaning of art.

The co-requisite of TAL 465 is required.

Credits: 2

Every Fall and Spring

TAL 468 Student Teaching Seminar in Music Education

A student teaching seminar that gives students an opportunity to look closely and critically at their work in classrooms. Through reflective conversations and reading and writing assignments about their teaching practice, they come to understand how to create meaningful relationships with children in the classroom community and to use the arts in education. Students explore the impact of diversity, including race, culture, ethnicity, language, class, gender, sexual orientation and disability within the school culture and the creation and meaning of music.

Departmental permission required.

The co-requisites of TAL 467.1 and TAL 467.2 are required.

Credits: 2

Every Fall and Spring

TAL 471 Teaching Physical Education Pre-K - Grade 6

A study of the basic principles, content, organization and curriculum in physical education for pre-k to 6th grade. Students learn to impart the knowledge and skills necessary for participation in a range of activities appropriate for pre-school and elementary school children and for the establishment and maintenance of personal fitness and health. Addresses a range of activities in multicultural contexts, including games that children in urban areas typically play. Students will become familiar with resources and opportunities for physical activity in the community as well as professional organizations in physical education. Particular attention will be paid to the inclusion of

diverse student groups, with emphasis on gender and learners with disabilities. Includes methods and teaching strategies, instructional technology, assessment techniques, and program evaluation with a focus on equity issues. 20 hours of fieldwork in physical education classes in elementary schools are required.

The pre-requisite or co-requisite is TAL 350 is required.

Credits: 3

On Demand

TAL 476 Teaching Physical Education Grades 7-12

A study of the basic principles, content, organization and curriculum in physical education for grades 7-12. Students learn to impart the knowledge and skills necessary for participation in a range of activities appropriate for adolescents and for the establishment and maintenance of personal fitness and health. Includes the organization and administration of physical education and athletics, including facilities, equipment, legal safeguards, and intramurals and extramurals. Students will also become familiar with resources and opportunities for physical activity for adolescents in the community. Particular attention will be paid to the inclusion of diverse student groups, with emphasis on gender and learners with disabilities. Includes methods and teaching strategies, instructional technology, assessment techniques, and program evaluation with a focus on equity issues. 20 hours of fieldwork in physical education classes in middle or secondary schools are required.

The pre-requisite or co-requisite of TAL 350 is required.

Credits: 3

On Demand

TAL 480 Student Teaching in Bilingual Childhood Education

A student teaching semester that prepares reflective bilingual education teachers to create excellent classrooms and schools in urban settings. Students participate in every aspect of practice, including implementation and assessment of dual language curriculum and instruction. They immerse themselves in the life of a school, recording and thinking about the purposes and complexities of what they do as teachers in order to learn from their experiences. Students are supervised by a University faculty member and a cooperating teacher in the participating school. Schools and classrooms are chosen with special attention to diversity. Student teaching is full time, five days a week for 15 weeks. Students have one main placement in grades 1 through 3 or grades 4 through 6 throughout the semester. In addition, they are required to student teach for a minimum of 20 full days at the other level (1-3 or 4-6). Program approval required.

The co-requisites of TAL 452 and TAL 481 are required.

Credits: 6

Every Fall and Spring

TAL 481 Student Teaching Seminar in Bilingual Childhood Education

A student teaching seminar that gives students an opportunity to look closely and critically at their work in classrooms. Through reflective conversations and reading and writing assignments about their teaching practice, students come to understand how to create meaningful relationships with children and the classroom community through an inclusive bilingual curriculum. They explore the impact of diversity, including race, culture, ethnicity, language, class, gender, sexual orientation and disability, within the school culture.

The co-requisites of TAL 451 and TAL 480 are required.

Credits: 2

Every Fall and Spring

TAL 490 Student Teaching in Physical Education

A student teaching semester that prepares reflective physical education teachers who work to create excellent classrooms and schools for all urban students. Students participate in every aspect of practice, including planning, implementation and assessment of curriculum and instruction. They immerse themselves in the life of a school, recording and thinking about the purposes, complexities and consequences of what they do as teachers in order to learn from their experiences. Students are supervised by a University faculty member and a cooperating teacher in the participating school. Student teaching is full time, five days a week for 15 weeks. Students have two placements: half of their time is spent in a pre-kindergarten through grade 6 setting, the other half in a grade 7 through 12 setting. Program approval required.

The pre-requisite or co-requisite of TAL 471 and 476 is required. The corequisite of TAL 491 is required.

Credits: 6

Every Fall and Spring

TAL 491 Student Teaching Seminar in Physical Education

A student teaching seminar that gives students an opportunity to look closely and critically at their work in physical education settings. Through reflective conversations and reading and writing assignments about their teaching practice, they come to understand how to create meaningful relationships with children in the classroom community. Students explore the impact of diversity, including race, culture, ethnicity, language, class, gender, sexual orientation and disability within the school culture and the physical education classroom.

The co-requisite of TAL 490 is required.

Credits: 2

Every Fall and Spring

TAL 4671 Student Teaching in Elementary Music Education

A student teaching semester that prepares reflective music teachers who work to create excellent elementary classrooms and schools for all urban students. Students participate in every aspect of practice, including planning, implementation, and assessment of curriculum and instruction. They immerse themselves in the life of a school, recording and thinking about the purposes, complexities and consequences of what they do as teachers in order to learn from their experiences. Students are supervised by a University faculty member and a cooperating teacher in the participating school. Schools and classrooms are chosen with special attention to music creativity and diversity. Student teaching is a full-time, five day a week for 7 weeks in an elementary music program. Departmental permission is required.

The pre-requisites of MUS 109 and MUS 110 are required. The co-requisites of TAL 467.2 and TAL 478 are required.

Credits: 3

On Demand

TAL 4672 Student Teaching in Secondary Music Education

A student teaching semester that prepares reflective music teachers who work to create excellent secondary classrooms and schools for all urban students. Students participate in every aspect of practice, including planning, implementation, and assessment of curriculum and instruction. They immerse themselves in the life of a school, recording and thinking about the purposes, complexities and consequences of what they do as teachers in order to learn from their experiences. Students are supervised by a University faculty member and a cooperating teacher in the participating school. Schools and classrooms are chosen with special attention to music creativity and diversity. Student teaching is full-time, five days a week for 7 weeks in an elementary music program. Departmental permission is required. *The pre-requisites of MUS 109 and MUS 110 are required. The co-requisites of TAL 467.1 and TAL 468 are required.*

Credits: 3

On Demand

SCHOOL OF HEALTH PROFESSIONS

The School of Health Professions at LIU Brooklyn is dedicated to providing superior quality education in the health professions to a diverse student body. With strong ties to the community and to many health care facilities that support educational efforts as well as research, our programs address clinical health care, community-based health and social issues. The school prepares students for careers in the areas of respiratory care; diagnostic medical sonography; physician assistant; occupational therapy; athletic training, health and exercise science (including sport management and exercise physiology); physical therapy; social work; and public health. The programs also introduce students to interprofessional practice.

Our programs span the undergraduate, graduate and doctoral levels, and lead to careers in growing professions that offer a wealth of career opportunities. Graduates of our programs are in high demand in the current health care job market, and this level of demand will continue for many years to come.

The School of Health Professions' faculty members are renowned experts in their fields and have vast experience in their respective areas of specialization, which contributes to their exceptional teaching abilities. Many faculty members are engaged in clinical practice and research, which greatly contributes to the learning experience of their students and to their own professional growth.

The School of Health Professions integrates liberal arts education with advanced sciences and health-oriented curricula. On the undergraduate level, it offers the Bachelor of Science degree in health science, respiratory care, diagnostic medical sonography and sports sciences, as well as the B.A. in Social Work. It also offers combined B.S./M.S. degrees in athletic training, and occupational therapy, and a B.S. Health Science/Master Public Health.

All students are expected to complete 64 credits of liberal arts and sciences courses in addition to their specializations and professional studies. Proficiency and core courses for undergraduate programs are offered through Richard L. Conolly College.

For information, please contact the Dean's Office at 718-780-6578, fax 718-780-4561, or visit the website at www.liu.edu/brooklyn/shp.

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Criminal Background Checks and Drug Testing

Many clinical/field experience affiliates, i.e., hospitals and clinics now require the completion of criminal background checks and/or drug testing for employees, volunteers and students affiliated with the site. Therefore, School of Health Professions students who plan to participate in a clinical/field experience may be asked to undergo a criminal background check, and/or a drug screen. A criminal conviction and/or the use of illegal drugs may impede or bar your entry into your chosen field of study. Students desiring entrance into the School of Health Professions should be aware that our clinical/field affiliates have the right to reject or remove a student from the site if a criminal record is discovered or if a drug test is positive. In the event that a student is rejected from a clinical/field site due to information contained in the criminal background check, or drug screen, you may be unable to complete a required clinical/field experience. If you are unable to complete program requirements, you may be advised to withdraw from the program.

In addition, School of Health Professions students should be aware that the presence of a criminal record could result in the refusal of the licensing/ certification/registration agencies (NBRC and or state licensing board) to issue the credential or license to practice. Prospective students are strongly encouraged to contact pertinent state licensing board to inquire whether a criminal record, including driving offenses would preclude the individual from eligibility to obtain a license/certification.

DIVISION OF ATHLETIC TRAINING, HEALTH AND EXERCISE SCIENCE

Division Director and Associate Professor: Eugene Spatz, M.S.

Associate Professor: Kevin Dufy, M.S., ATC, CSCS, CES, PES - Director, Athletic Training Education Program; Tracye Rawls-Martin, M.S., ATC

Assistant Professors: Gary Bernstein, M.S.; Brian Gilchrist, Ph.D.; Amerigo Rossi, B.A., M.S.; Melissa Lent Teixeira, M.S.Ed., Associate Director of the B.S. in Health Science Program; Scott Westervelt, M.S., Director of Practicum for the Health Science Program; Nikki Carosone Russo, M.S., ACSM cPT, Student Service Advisor for the B.S. in Health Science Program; Leeja Carter, Ph.D.; Bryn Van Patten, PhD, MS Ed, ATC, EMT, Clinical Coordinator, Athletic Training Education Program; Anthony Ricci, MS, CNS; Brian Gilchrist, PhD, MPH

Adjunct Faculty: 60

The Division of Athletic Training, Health, and Exercise Science offers a variety of undergraduate and graduate programs for students who wish to embark or advance their career in the health professions. Our division offers bachelor's degrees in Sport Management, Sports Sciences and Health Science, and a B.S./M.S. degree in Athletic Training as well as an M.S. degree in Exercise Science with tracks in Exercise Physiology and Sports Nutrition, Strength and Conditioning and Sports Nutrition and Fitness for People with Disabilities. All degree programs offer classroom, laboratory and real-world application. Each program requires participation in internships that may lead to future employment opportunities.

Our programs are complemented by excellent opportunities for hands-on experiences, applied research and community-based service that is responsive to the health and exercise needs of the diverse populations of New York City and the surrounding Tri-State area. Students enjoy the benefits of our relationships with the Steinberg Wellness Center and NCAA Division-I athletic teams, in addition to our off-campus ties to Pfizer Corporate Fitness, Brooklyn Nets, Velocity Sports Performance, La Palaestra Center for Preventive Medicine and other clinical affiliations that specialize in athletic training, fitness, rehabilitation, sport performance and sport management.

The Division of Athletic Training, Health and Exercise Science has 10 full-time faculty and administrators and over 60 adjunct faculty who are highly recognized and diverse in terms of their backgrounds and their fields of interest.

The CAATE accredited Athletic Training Program prepares students for careers as entry-level certified athletic trainers and culminates in a B.S./M.S. in Athletic Training. Certified Athletic

Trainers (ATCs) are health care professionals who specialize in the prevention, assessment, treatment and rehabilitation of injuries and illnesses that affect athletes and the physically active.

The American Medical Associations recognizes Certified Athletic Trainers as health care professionals who prevent, rehabilitate and manage athletic injuries and general medical conditions in secondary schools, universities, clinics, professional athletics, the Department of Defense, sports medicine clinics and hospitals, the performing arts, physician offices, occupational workplaces and industry.

The athletic trainer's professional preparation is directed toward the development of specified competencies in the following 8 content areas which define the profession of athletic training: evidence-based practice, prevention and health promotion, clinical examination and diagnosis, acute care of Injuries & Illnesses, therapeutic intervention, psychosocial strategies and referral, healthcare administration, professional development and responsibility.

B.S. in Health Science

The 128-credit B.S. in Health Science offers a strong foundation of coursework and practicum experience in the sciences, health and wellness. The program is designed for students seeking entry-level positions in the health field, as well as those interested in advancing their educational and career opportunities in the health professions such as: nursing, public health, physical therapy, athletic training, occupational therapy, physician assistant, medicine, health administration, exercise science, nutrition and epidemiology.

The Health Science program offers two accelerated degree tracks for students seeking admission into either the Master of Public Health (MPH) or Doctor of Physical Therapy (DPT) program at LIU Brooklyn. The B.S. in Health Science will prepare students for graduate study in a number of areas related to the health professions. In addition, this program offers 14 minors that lead to various potential career opportunities.

Admission Requirements

To qualify for acceptance into the B.S. in Health Science program:

- Entering freshmen must have a high school grade-point average of at least 80 and a combined SAT score of at least 800
- Transfer students must have an overall grade-point average of at least 2.0
- Submit a general application for admission through My LIU

Program Requirements

Continued enrollment in this program is contingent upon:

- Maintaining at least a 2.0 overall grade point average
- Maintaining a minimum health science grade point average of 2.5
- Earning a grade of C or better in each health

science course

- Fulfilling all field experience clearance requirements prior to the beginning of each field experience course

B.S. in Health Science

[Program Code 89168]

Graduation Requirements

Students must satisfy the Placement, Proficiency, Orientation and Core Curriculum criteria outlined in the **Graduation Requirements** section of this bulletin.

Core Curriculum requirements for this major are summarized below:

Core Seminar	3 credits
Humanities	
English Composition	3 credits
English Literature	6 credits
Philosophy	6 credits
Foreign Language	Not Required
Social Sciences	
History	6 credits
Social Sciences (ANT, ECO, POL, PSY, SOC)	6 credits

Science and Mathematics

Mathematics	3-4 credits
Biology	4 credits
BIO 3 or BIO 1	

Communication, Visual & Performing Arts

Speech	3 credits
Visual & Performing Arts (ART, DNC, MUS, THE)	Not Required

Ancillary Course Requirements:

Must complete all the following Biology courses.

BIO 137	Anatomy & Physiology I	4.00
BIO 138	Anatomy & Physiology II	4.00

Choose one of the following Chemistry sequences.

CHM 3X	General Chemistry	4.00
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or

CHM 3	Principles of Chemistry I	4.00
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Choose one of the following Mathematics courses.

MTH 100	Introductory Statistics	3.00
PSY 150	Statistics in Psychology	3.00

Major Requirements

All courses listed below must be completed.

Students must earn grades of C and higher in all major courses.

HS 300	Introduction to Health Professions	3.00
HS 325	Current Issues in Urban Health	3.00
HS 340	Nutrition and Wellness	3.00
HS 355	Diversity and Health Disparities	3.00

HS	410	Healthcare Organizations and Delivery	3.00
HS	430	Research in the Health Professions	3.00
HS	460	Ethical and Legal Aspects of Health Care	3.00
HS	471	Health Program Planning	3.00
HS	490	Practicum	3.00

Credit and GPA Requirements

Minimum Total Credits: 128
 Minimum Liberal Arts and Sciences Credits: 64
 Minimum Major Credits: 27
 Minimum Credits of Courses > 100 Level: 48
 Ancillary Course Requirements: See Above
 Minimum Health Science Major GPA: 2.5
 Minimum Overall GPA: 2.0

B.S. in Physical Education in Urban Schools

The 128-credit B.S. in Teacher of Physical Education in Urban Schools (Pre-K-Grade 12) leads to the degree of Bachelor of Science and eligibility for initial NYS certification in physical education, pre-kindergarten to grade 12. It prepares students to teach physical education at any grade level.

The major in Physical Education consists of 34 credits in Physical Education and Sports Sciences and 30 credits in Teaching and Learning, including student teaching. Students may begin their physical education coursework in their freshman year. They are encouraged to seek guidance from the PE program coordinator and ATHES advisors as early as possible in their program.

The program is divided into a pre-professional stage and a professional stage. Students must meet the specific requirements for progression into the professional stage, completion of fieldwork hours, admission to student teaching, and graduation that are described in the previous section, Core Program in Teacher Education.

Students graduating from the program are eligible for NYS certification once they have passed all required portions of the New York State Teacher Certification Exam (NYSTCE). The School of Education certification officer assists students in applying for certification when all requirements are met.

B.S., Teacher of Physical Education in Urban Schools

[Program Code: 22847]

Graduation Requirements

Students must satisfy the Placement, Proficiency, Orientation and Core Curriculum criteria outlined in the Graduation Requirements section of this bulletin.

Core Curriculum requirements for this major are summarized below:

Core Seminar	3 credits
Humanities	
English Composition	3 credits
English Literature	6 credits
Philosophy	6 credits
Foreign Language	6 credits
Social Sciences	
History	6 credits
Social Sciences (ANT, ECO, POL, PSY, SOC)	3 credits
Science and Mathematics	
Mathematics	3-4 credits
Laboratory Science (BIO, CHEM, and PHY)	10 credits
Communication, Visual & Performing Arts	
Speech	3 credits
Visual & Performing Arts (ART, DNC, MUS, THE)	3 credits

Major Requirements

The following courses are required:

PE/	17	Teaching Movement and	1.00
SPS	112	Dance for Children	2.00
OR		Introduction to Ashtanga	
PE/SP		Yoga	
S			
PE/	21	Sport, Functional	2.00
SPS		Training and Performance I	
PE	23	Teaching Individual and Team Sports I	3.00
PE	22	Sport, Functional	2.00
OR	24	Training and Performance	3.00
PE		II	
		Teaching Individual & Team Sports II	
PE/	140	CPR/ First Aid / Safety	3.00
SPS			
PE/	150	Motor Learning	3.00
SPS			
PE/	151	Functional Kinesiology	3.00
SPS			
PE/	152	Exercise Physiology I	3.00
SPS			
PE/	154	Adapted Physical Education I	3.00
SPS			
PE/	156	Evaluation in Health and Fitness	3.00
SPS			
SPS/	98	Beginning Weight Training	1.00
PE			
SPS/	116	Beginning Karate	1.00
PE			
SPS/	148	Nutritional Aspects of Fitness and Sport	3.00
PE			

SPS/	190	Neuroscience	3.00
PE	155	Group Exercise	2.00
OR		Leadership	
PE/SP			
S			

Teaching and Learning courses required:

TAL	201	Teaching: Imagine the Possibilities	3.00
TAL	301	Observing and Describing Children	3.00
TAL	350	The Developing Child	4.00
TAL	351	Language and Literacy I	3.00
TAL	352	Sociology and Education	3.00
TAL	471	Teaching Physical Education Pre-K - Grade 6	3.00
TAL	476	Teaching Physical Education to Adolescents	3.00
TAL	490	Student Teaching in Physical Education	6.00
TAL	491	Student Teaching Seminar in Physical Education	2.00

Credit and GPA Requirements

Minimum Total Credits: 128
 Minimum Liberal Arts and Sciences Credits: 64
 Minimum Major Credits: 30
 Minimum Physical Education Specialization Credits: 35
 Minimum Credits in Courses >100 Level: 48
 Minimum Major GPA: 3.0
 Minimum Overall GPA: 2.67

B.S. in Sport Management

The Bachelor of Science in Sport Management at LIU Brooklyn is a joint 128-credit program offered between the Division of Athletic Training, Health, and Exercise Science (ATHES) and the LIU Brooklyn School of Business. This unique interdisciplinary approach enables our students to develop and apply a strong foundation of business knowledge and skills to all aspects of the sports industry. Through our Sport Management program, students learn the most current trends, techniques, and strategies in management and marketing technology, ticket sales, sponsorships, branding, public relations, event planning, sports merchandising, facility management, and athlete representation. Students will also understand and practice the essentials of leadership, communication, customer relations, and teamwork skills that are critical to future career success.

B.S. in Sport Management

[Program Code 37045]

Graduation Requirements

Students must satisfy the Placement, Proficiency,

Orientation and Core Curriculum criteria outlined in the **Graduation Requirements** section of this bulletin.

Core Curriculum requirements for this major are summarized below:

Core Seminar 3 credits

Humanities

English Composition 3 credits

English Literature 6 credits

Philosophy 6 credits

Foreign Language Not Required

Social Sciences

History 6 credits

Social Sciences 3 credits

ECO 1 3 credits

Choose one of the following:

ANT 4 or 5, ECO 2, POL 11, SOC 3, PSY 3

Science and Mathematics

Mathematics 3-4 credits

Math 15 or Math 16 3 credits

Choose one of the following statistics courses:

QAS 228, MTH 100, PSY 150

Students must complete one of the following science sequences:

BIO 22, CHM 21, PHY 10-12 credits
20 or BIO 3, BIO 137,
BIO 138

Communication, Visual & Performing Arts

Speech 3 credits

Visual & Performing Arts (ART, DNC, MUS, THE) Not Required

Major Requirements

All Courses Listed Below Must Be Completed

ACC 110 Accounting for Non Business Majors 3 credits

BUS 101 Introduction to Business 21st Century 3 credits

BUS 110 Foundation of Business Systems 3 credits

ENT 200 Entrepreneurship 3 credits

FIN 201 Introduction to Finance 3 credits

MAN 201 Principles of Management 3 credits

MAN 231 Managerial Communications 3 credits

MKT 201 Fundamentals of Marketing 3 credits

MKT 344 Sports Marketing 3 credits

HS 497 Independent Study (Sport Management) 1 credit

SPS 176 Introduction to Sport Management 3 credits

SPS 186 Facility Management and Event Planning 3 credits

SPS 191 Leadership in Sport Management 3 credits

SPS 200 Sport Law 3 credits

SPS 206 Customer Relations in Sport Management 3 credits

SPS 216 Professional Selling and Communications for Sports 3 credits

SPS 263 Practicum (Sport Management) 3 credits

SPS 264 Field Experience (Sport Management) 3 credits

Credit and GPA Requirements

Minimum Total Credits: 128
Minimum Liberal Arts and Sciences Credits: 64
Minimum Major Credits: 55
Minimum Credits of Courses > 100 level: 48
Minimum Sport Management Major GPA: 2.0
Minimum Overall GPA: 2.0

B.S. in Sports Sciences

The 128 credit B.S. in Sports Sciences is designed to meet the growing need for health and fitness professionals versed in the science of exercise, physical activity and sport performance. Our four-year program focuses on such areas as exercise physiology, motor learning, conditioning for sport, nutrition, biomechanics, sport management and fitness programming for healthy and unhealthy populations, as well as those with

disabilities. Our Exercise Physiology minor is accredited by the American Society of Exercise Physiologists (ASEP) and our program is recognized by the National Strength and Conditioning Association (NSCA).

Minors

The division offers twelve minors for students who are seeking to expand their knowledge and skills in a field other than their major. Minors consisting of 12-25 credits can be completed in the following areas:

- General Sport Sciences Minor (for Non-Sports Sciences Majors)
- Exercise Physiology Minor
- Sport Management Minor
- Health & Wellness Coaching Minor
- Inclusive Fitness Minor
- Strength and Conditioning Minor
- Urban Yoga Minor
- Personal Training Minor
- Autism and Developmental Disabilities Minor
- Health Care Management Minor
- Disaster Preparedness and Sustainable Minor
- General Health Science Minor

Concentration in Sport Management

The 21 credit concentration in Sport Management prepares Sports Science students for entry-level positions within the sports and fitness industry and university-level athletic administration. The Sport Management concentration, in collaboration with the School of Business, provides students with knowledge and practical experience in sports marketing, sports management, business ethics, event planning, facility management, finance and public relations. Students may pursue a business minor within the Sport Management concentration.

Required Courses:

SPS 176 Introduction to Sport Management
SPS 186 Sport Event and Facility Management
MAN 201 Principles of Management
MKT 344 Sports Marketing

Applying for Minor and/or Concentration

Students are encouraged to apply for a minor or concentration during their sophomore year. They must consult with their advisers to select courses and field experiences. Students who are not accepted or do not apply will follow the recommended Sports Sciences course of study with no minor or concentration.

To qualify for acceptance into a minor or concentration students must:

- Complete a minimum of 24 credits
- Attain a grade-point average of 2.5 or above
- Undergo an interview with the director of the concentration

Admission Requirements

To qualify for acceptance into the B.S. in Sports Sciences program:

- Entering freshman must have a high school grade-point average of at least 80 and a combined SAT score of at least 800
- Transfer students must have an overall grade-point average of at least 2.0

- Submit a general application for admission through My LIU

B.S. in Sports Sciences

[Program Code 85143]

Graduation Requirements

Students must satisfy the Placement, Proficiency, Orientation and Core Curriculum criteria as outlined in the graduation requirements section of the LIU Brooklyn Undergraduate bulletin.

Core Curriculum requirements for this major are summarized below:

Core Seminar 3 credits

Humanities

English Composition 3 credits
 English Literature 6 credits
 Philosophy 6 credits
 Foreign Language Not Required

Social Sciences

History 6 credits
 Social Sciences 3 credits
 PSY 3 3 credits

Choose one of the following

ANT 4 or 5, ECO 1 or 2, POL 11, SOC 3

Science and Mathematics

Mathematics 3-4 credits
 Science 4 credits
 BIO 3

Communication, Visual & Performing Arts

Speech 3 credits
 Visual & Performing Arts Not Required (ART, DNC, MUS, THE)

Ancillary Course Requirements:

Must complete the following Biology course.

BIO 137 Anatomy & Physiology I 4.00
 BIO 138 Anatomy & Physiology II 4.00

Major Requirements

All Courses Listed Below Must Be Completed.

SPS	21	Sport, Functional Training and Performance I	2.00
SPS	22	Sport, Functional Training and Performance II	2.00
SPS	103	Exercise Prescription I	3.00
SPS	120	Anatomy of Exercise	3.00
SPS	121	Introduction to Fitness and Exercise Science	2.00
SPS	140	CPR and First Aid for the Health Care Provider	3.00
SPS	146	Principles and Philosophy of Coaching I	3.00
SPS	148	Nutritional Aspects of Fitness and Sport	3.00

SPS	150	Motor Learning and Development	3.00
SPS	151	Functional Kinesiology	3.00
SPS	152	Exercise Physiology I	3.00
SPS	154	Adapted Physical Education I	3.00
SPS	156	Evaluation in Health and Fitness	3.00
SPS	195	Culmination in Sports Sciences	3.00
SPS	264	Field Experience	3.00

Credit and GPA Requirements

Minimum Total Credits: 128
 Minimum Liberal Arts and Sciences Credits: 64
 Minimum Major Credits: 43
 Minimum Credits of Courses > 100 Level: 48
 Ancillary Course Requirements: See Above
 Minimum Sports Science Major GPA: 2.0
 Minimum Overall GPA: 2.0

ACCELERATED PROGRAMS

B.S. in Health Science/Master in Public Health

This 138-credit accelerated dual degree program allows students to complete both the undergraduate degree of Bachelor of Science in Health Science (HS) and the graduate degree of Master of Public Health (MPH) coursework in five years, rather than six years. Students apply to the MPH program in their third (junior) year. Students in the 3 + 2 B.S. HS/MPH program receive both degrees after completing all B.S. HS/MPH program requirements.

Application Requirements for the MPH phase: 3 + 2 B.S. HS/MPH Acceptance Criteria

1) Guaranteed Acceptance

Criteria for guaranteed acceptance into the 3+2 track.

ALL of the following criteria must be met for guaranteed acceptance:

- Meet with a health science advisor
- Apply in the junior year
- At least 24 liberal arts and science credits taken at LIU
- All required health science core courses (as shown on the 3+2 course sequence sheet under Year 3) are taken at LIU
- Within the same trial of a Graduate Record Examination Revised (GRE) Test, achieve 308 or above as a composite score, 150 or above in verbal reasoning, 150 or above in quantitative reasoning, and 4.0 or above in analytical writing
- Have an overall undergraduate GPA of 2.8 or higher and health science major GPA of 3.0
- Submit two references completed by

individuals who can comment on your academic background, your volunteer and/or community service experience, and your potential as a public health professional

- Submit current resume including paid/volunteer work/community service

2) Competitive Acceptance

- Students in the 3+2 track who do not meet all of the requirements for guaranteed acceptance may apply to the MPH program as a "Competitive Acceptance" applicant for review as a "non-guaranteed acceptance" candidate/applicant.

B.S. Health Science / M.P.H. Public Health

[Program Code 33816]

Graduation Requirements

Students must satisfy the Placement, Proficiency, Orientation and Core Curriculum criteria outlined in the Graduation Requirements section of this bulletin.

Core Curriculum requirements for this major are summarized below:

Core Seminar 3 credits

Humanities

English Composition 3 credits
 English Literature 6 credits
 Philosophy PHI 61 and PHI 105 6 credits

Foreign Language Not Required

Social Sciences

History 6 credits
 Social Sciences (ANT 5 and PSY3) 6 credits

Science and Mathematics

Mathematics 3-4 credits
 Biology 8 credits
 BIO 1 and BIO 2 or BIO 3 and BIO 4

Chemistry 8 credits
 CHM 3x and CHM 4x or CHM 3 and CHM 4

Communication, Visual & Performing Arts

Speech 3 credits
 Visual & Performing Arts Not Required (ART, DNC, MUS, THE)

Ancillary Course Requirements:

Must complete all the following Biology courses.

BIO 101 Microbiology 4.00
 BIO 137 Anatomy and Physiology I 4.00
 BIO 138 Anatomy and Physiology II 4.00

Choose one of the following Mathematics courses.

MTH 100 Introductory Statistics 3.00
 PSY 150 Statistics in Psychology 3.00

Major Requirements

Must Complete All Undergraduate Courses Below.

HS	300	Introduction to Health Professions	3.00
HS	325	Current Issues in Urban Health	3.00
HS	340	Nutrition and Wellness	3.00
HS	355	Diversity and Health Disparities	3.00
HS	410	Healthcare Organizations and Delivery	3.00
HS	430	Research in the Health Professions	3.00
HS	460	Ethical and Legal Aspects of Health care	3.00
HS	471	Health Program Planning	3.00
HS	490	Practicum	3.00

The following are the course requirements for the Public Health, Master of Public Health plan.

Must Complete All Graduate Courses Below:

MPH	600	Foundations of Public Health and Health Education	3.00
MPH	610	Principles of Epidemiology	3.00
MPH	615	Principles of Biostatistics	3.00
MPH	620	Social and Behavioral Sciences in Public Health	3.00
MPH	625	Environmental Health Issues in Public Health	3.00
MPH	735	Research Methods in Public Health and Health Education	3.00
MPH	740	Public Health Planning, Implementation and Evaluation	3.00
MPH	745	Teaching and Organizing for Health	3.00
MPH	750	Public Health Policy, Advocacy and Leadership	3.00
MPH	755	Health Communications Issues and Strategies	3.00
MPH	798	Public Health Capstone Seminar	3.00
MPH	799	Public Health Field Practicum	3.00

Of the following undergraduate elective courses only one is required:

A minimum of 42 credits are required for the Master of Public Health plan.

Elective Graduate Courses in the Master of

Public Health Plan

Of the following graduate elective courses only two are required:

MPH	500	Public Health Application of Informatics	3.00
MPH	510	Public Health Preparedness	3.00
MPH	515	Public Health Implications of HIV/AIDS	3.00
MPH	520	Public Health Nutrition	3.00
MPH	525	Social Marketing Strategies for Improving Public Health	3.00
MPH	530	Global Public Health Challenges	3.00
MPH	535	Infectious Diseases and	3.00
MPH	540	Public Health Practice	3.00
MPH	545	Current Issues in Public Health I	3.00
		Current Issues in Public Health II	

See the LIU Brooklyn Graduate Bulletin for M.P.H. Course Descriptions.

Credit and GPA Requirements

- Minimum Total Credits: 138
- Minimum Liberal Arts and Sciences Credits: 64
- Minimum Major Credits Undergraduate: 27
- Minimum Major Credits Graduate: 42
- Minimum Credits of Courses . 100 Level: 48
- Ancillary Course Requirements: See Above
- Minimum Major GPA: 3.0
- Minimum Overall GPA: 2.8

B.S./M.S. in Athletic Training

The 158-credit dual B.S./M.S. degree in Athletic Training, offered by the Athletic Training Program (ATP), prepares students to take the Board of Certification (BOC) exam to enter the field as a certified athletic trainer (ATC®). One of only four B.S./M.S. programs offered in the United States, the ATP is accredited by the Commission on Accreditation of Athletic Training Education (CAATE), and provides entry-level students with learning experiences in the classroom setting, that are supplemented by a broad array of professional field experiences.

The comprehensive curriculum is divided into two phases: a three-year, pre-professional phase and a two-year, professional phase. Students entering without a bachelor's or an associate's degree are required to complete the full five years of study. Those holding a previous degree are required to complete two years professional phase of study, providing there are adequate credits in liberal arts and sciences for the bachelor's portion of the degree.

The expanded, two-year professional phase

offers students the chance to take more advanced courses, train with mentors, and the opportunity to integrate a variety of clinical education experiences. Students will also have the opportunity to earn additional professional credentials including the CSCS, CES, and ISSN. At the end of the professional phase, students will receive a combined Bachelor of Science/Master of Science degree and will be eligible to sit for the Board of Certification examination for Certified Athletic Trainer to earn the ATC® credential.

Hallmarks of the ATP include clinical learning experiences with opportunities for students to work side-by-side with highly experienced certified athletic trainers; state-of-the-art laboratory facilities that allow students to gain significant experience in all areas of clinical practice; individualized instruction provided by advanced teaching fellows; and a mentorship program that promotes further sharing of knowledge and experience.

Program Goals

- To prepare student to pass the BOC examination for athletic trainers through required GPA and competency/proficiency evaluation minimum
- To offer clinical experiences in appropriate settings that provide adequate exposure to required clinical education competencies and proficiencies
- To provide network opportunities for possible future employment

Accreditation

The program is registered with the New York State Education Department and is accredited by the Commission on Accreditation of Athletic Training Education (CAATE).

Athletic Training Candidacy

Prior to entering the professional phase of the Athletic Training program, students can attend LIU Brooklyn on a part- or a full-time basis, completing their courses in the pre-professional phase of the program. Students have at least three years to explore their career choice, complete the required athletic training volunteer experience, demonstrate their academic ability and complete their prerequisite work.

At the end of their pre-professional course of study, students apply for admission into the professional phase of the program. Admission to the professional phase is both competitive and selective. A limited number of students will be admitted annually. Enrollment in the pre-professional phase and meeting minimum application criteria does not by itself guarantee entrance into the professional phase of study.

Application to the Professional Phase

All pre-athletic training candidates, LIU students and transfer applicants seeking admission to the program's professional phase must:

- Have a cumulative college grade point average of at least 2.75 or better
- Have satisfactorily completed all prerequisite

work

- Submit official transcripts from all colleges and universities attended (Grades more than 10 years old cannot be accepted.)
- Submit two letters of recommendation from individuals involved in the field of athletic training (at least one from an ATC)
- Submit a completed Athletic Training professional phase program application
- Have completed a minimum of hours of volunteer work experience under the supervision of a certified athletic trainer
- Completed at least 91 credits prior to application into professional phase.
- Meet the technical standards of the program (see technical standards below)

Transfer Student Policy

Students from other colleges and universities who satisfy the prerequisite requirements may apply for admission to the professional phase of the B.S./M.S. degree program. However, the student must first be accepted to LIU Brooklyn as an undergraduate transfer student through the Office of Admissions application process. Once Office of Admissions accepts the student, the application to the professional phase will then be evaluated. At this time, students may petition the program for acceptance of the following professional phase courses from their previous institution: SPS 151,152,189. No other professional phase SPS or EXS courses are eligible for transfer.

Technical Standards for the Athletic Training Program

The Athletic Training Program (ATP) at LIU is a rigorous and intense program that places specific requirements and demands on the students enrolled in the program. An objective of this program is to prepare graduates to enter a variety of employment settings and to render care to a wide spectrum of individuals engaged in physical activity. The technical standards set forth by the ATP establish the essential qualities considered necessary for students admitted to this program to achieve the knowledge, skills, and competencies of an entry-level athletic trainer, as well as meet the expectations of the program’s accrediting agency (Commission on Accreditation of Athletic Training Education [CAATE]). Please refer to the Athletic Training Student Handbook regarding the ability to meet the technical standards.

Student Health Records

Students must annually present a completed LIU Health Examination Form. This includes the requirement of providing proof of immunization, including HBV. Please refer to the Athletic Training Student Handbook for the specific details, including cost, as well as the form.

B.S. / M.S., Athletic Training

[Program Code 24403]

Graduation Requirements

Students must satisfy the Placement, Proficiency, Orientation and Core Curriculum criteria outlined in the Graduation Requirements section of this

bulletin.

Core Curriculum requirements for this major are summarized below:

Core Seminar			3 credits
Humanities			
English Composition			3 credits
English Literature			6 credits
Philosophy			6 credits
Foreign Language			Not Required
Social Sciences			
History			6 credits
Psychology			3 credits
Social Sciences (ANT, ECO, POL, SOC)			3 credits
Science and Mathematics			
Mathematics			3-4 credits
Laboratory Science (BIO 3)			4 credits
Communication, Visual & Performing Arts			
Speech			3 credits
Visual & Performing Arts (ART, DNC, MUS, THE)			Not Required
Ancillary Course Requirements:			
Must complete the following science courses.			
BIO	137	Human Anatomy and Physiology I	4.00
BIO	138	Human Anatomy and Physiology II	4.00
CHM	3X	General Chemistry	4.00
Choose one of the following Math courses.			
MTH	100	Introductory Statistics	3.00
PSY	150	Statistics in Psychology	3.00
PHY	20	The Physical Universe	4.00
Major Requirements			
Must Complete All Undergraduate Courses Below.			
SPS	143	Responding to Emergencies in Sport and Physical Activity	3.00
SPS	144	Principles of Taping, Bracing and Protective Athletic Equipment	2.00
SPS	147	Concepts in Athletic Training	2.00
SPS	151	Functional Kinesiology	3.00
SPS	152	Exercise Physiology I	3.00
SPS	162	Introduction to Clinical Education in Athletic Training	3.00
SPS	172	Clinical Assessment of the Lower Extremity	4.00
SPS	173	Clinical assessment of the Head, Neck & Upper Extremity	4.00

SPS	189	Basic Biomechanics and Motion Analysis	3.00
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Must Complete All Graduate Courses Below.

EXS	507	Corrective Exercise Specialist Prep	3.00
EXS	508	Strength and Conditioning Certification Preparation	3.00
EXS	540	Research Methods in Exercise Science	3.00
EXS	576	Therapeutic Exercise in Athletic Training	3.00
EXS	577	Therapeutic Modalities in Athletic Training	3.00
EXS	645	Sports Nutrition and Pharmacology in Sports	3.00
EXS	655	Pathology and Illness in Sport and Physical Activity	3.00
EXS	660	Clinical Education in Athletic Training II	4.00
EXS	709	Clinical Education in Athletic Training III	5.00
EXS	710	Organization and Administration in Athletic Training	3.00
EXS	711	Clinical Education in Athletic Training IV	4.00
EXS	721	Seminar: Current Issues and Topics in Athletic Training	3.00

Credit and GPA Requirements

Minimum Total Credits: 158
 Minimum Liberal Arts and Sciences Credits: 64
 Elective Credits: 27
 Minimum Major AT Credits Undergraduate: 27
 Minimum Major AT Credits Graduate: 40
 Minimum Credits of Courses > 100 Level: 48
 Ancillary Course Requirements: See Above
 Minimum Major GPA: 2.75
 Minimum Overall GPA: 2.75

MINORS

Minor in Autism and Developmental Disabilities

The 12-credit minor in Autism and Developmental Disabilities is an interdisciplinary plan of study which students choose from a variety of courses pertaining to people with developmental disabilities.

Autism and Developmental Disabilities Minor

Required Courses

All of the following:

HS	472	History, Philosophy and Psychosocial Aspects of Disability	3.00
HS	474	Autism Spectrum and Other Developmental Disabilities	3.00
HS	477	Applied Behavioral Analysis and Program Design	3.00

Select one course (three credits) from the following:

HS	478	Case Management Services	3.00
SLP	126	American Sign Language I	3.00
SPS	119	LYoga Therapy	3.00
SPS	154	Adapted Physical Activity	3.00
TAL	251	Students with Special Needs	3.00
PSY	107	Developmental Psychology I	3.00
PSY	110	Abnormal Psychology	3.00

Credit and GPA Requirements

Minimum Total Credits: 12

Minimum Minor GPA: 2.0

A grade of 'C' or higher must be earned in all minor courses

Minor in Disaster Preparedness and Sustainability

This 12-credit minor is designed for students who wish to learn and prepare for new careers in the areas of disaster preparedness and sustainability. Students will acquire knowledge and skills in how to safeguard communities and respond to public health threats such as infectious diseases and natural and man-made disasters.

In addition, students will be prepared to sit for the following national recognized certifications through online assignments and exams:

- FEMA IS-230.D: Fundamentals of Emergency Management
- FEMA IS-240.A: Leadership and Influence
- FEMA IS-700.a: National Incident Management System (NIMS)

Disaster Preparedness and Sustainability Minor

The following four courses (12 credits) are required:

HS	320	Environmental Health Issues	3.00
HS	321	Sustainability and Health	3.00
HS	322	Disaster Preparedness	3.00
HS	323	Introduction to Emergency Management	3.00

Credit and GPA Requirements

Minimum Total Credits: 12

Minimum Minor GPA: 2.0

A grade of 'C' or higher must be earned in all minor courses

Minor in Experiential Learning

The 12 credit Experiential Learning Minor provides students with a unique opportunity to gain on-campus hands on experiences working with people with various chronic diseases and disabilities. Under the supervision and guidance of the LIU faculty of professionals, students develop knowledge, skills, and values from practical experiences outside of the traditional academic classroom setting. Each experience is well planned with a community partner; such as the Parkinson's Foundation, Association for Help of Retarded Children (AHRC), and the National Society for Multiple Sclerosis (NYC chapter) and is designed to promote interprofessional education, community service, professional and career development and leadership.

Experiential Learning Minor

The following course is required:

HS	499	Independent Study	3
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Please select 3 from the following courses:

HS/	302/	Adapted Aquatics for	3
SPS	102	People with Multiple Sclerosis	
HS/	307/	Adapted Aquatics for	3
SPS	107	People with Lupus	
HS/	331/	Adapted Aquatics for	3
SPS	131	Children with Autism	
HS/	332/	Health Advocacy and	3
SPS	132	Wellness for People with Intellectual Disabilities	
HS/	393/	Exercise Training for	3
SPS	193	People with Parkinson's Disease	

Credit and GPA Requirements

Minimum Total Credits: 12

Minimum Minor GPA: 2.0

A grade of 'C' or higher must be earned in all minor courses

Minor in Exercise Physiology

Through laboratory study, hands on experience, and exercise testing, students learn how to promote and improve health and fitness, prevent and treat illness and disease, restore and enhance muscle and cardiovascular function. Students will learn how to help individuals reach their peak performance.

Exercise Physiology Minor

Required Courses

All of the following:

SPS	104	Exercise Prescription II	3.00
SPS	182	Exercise Physiology II	3.00
SPS	210	Personal Training Certification Preparation	3.00
SPS	263	Practicum (Exercise Physiology)	3.00

Credit and GPA Requirements

Minimum Total Credits: 12

Minimum Minor GPA: 2.0

A grade of 'C' or higher must be earned in all minor courses

Minor in General Health Science

For Non-Health Science Majors only

This 12-credit General Health Science minor is designed to provide students with a basic knowledge and foundation in wellness and nutrition, medical terminology, inter-professional education and practice, urban health issues, health disparities, and health care organizations and services. This minor is very beneficial to any student interested in entering a health field.

General Health Science Minor

The General Health Science minor requires the following 12 credits:

The following course is required:

HS	300	Introduction to Health Professions	3.00
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and

Three courses (9 credits) in Advanced Health Science courses numbered above 100.

Credit and GPA Requirements

Minimum Total Credits: 12

Minimum Minor GPA: 2.0

A grade of 'C' or higher must be earned in all minor courses

Minor in General Sport Sciences

For Non--Sports Science Majors only

This 12-credit General Sport Sciences minor is designed to provide students with a basic knowledge and practical skills in exercise, nutrition and fitness. The General Sport Sciences minor is of use to any student interested in enhancing their own personal health and wellness and/or seeking to enter a health field.

General Sports Sciences Minor

The General Sports Sciences minor consists of four courses (12 credits), which are

Required Courses

Course #	Course Name	Credits
SPS 156	Evaluation of Health and Fitness	3

Three advanced Sports Sciences classes numbered above 100.

Students must have completed all prerequisites prior to registering for the required courses.

Credit and GPA Requirements

Minimum Total Credits: 12

Minimum Minor GPA: 2.0

A grade of 'C' or higher must be earned in all minor courses

Minor in Health and Exercise

Psychology

The 12 credit minor is designed to introduce students to the theoretical and applied foundations of Health and Exercise Psychology (HEP). Students will learn theoretical frameworks and philosophical underpinnings of the psychology of sport, exercise and physical activity as well as the practical applications of such theories to a wide range of exercisers and athletes across the lifespan.

Health and Exercise Psychology

Minor

Following three courses (9 credits) are required:

SPS	175	Basic Skills in Health and Exercise Psychology	3
SPS	178	Psychology of Women in Sport and Physical Activity	3
SPS/H	183/38	Health and Exercise Psychology Seminar	3

With the help of an advisor please select one of the following:

SPS	180	Sport Psychology	3
or			
EXS	565	Psychology of Exercise and Physical Activity	3

Credit and GPA Requirements

Minimum Total Credits: 12

Minimum Minor GPA: 2.0

A grade of 'C' or higher must be earned in all minor courses

Minor in Health & Wellness

Coaching

This 12-credit minor in Health and Wellness Coaching is designed for students who would like to pursue a career helping people identify and achieve their health-related goals. Students learn wellness coaching strategies to encourage health promotion, lifestyle management, and motivational techniques, along with practices in physical activity, nutrition, stress reduction and mindfulness. The completion of this minor will prepare students for the Health Coach Certification through the American Council on Exercise (ACE). Certified Health Coaches are in high demand in health care facilities, worksite wellness programs, fitness and wellness centers, and working with private clients.

Health and Wellness Coaching Minor

All of the following three courses (9 credits) are required:

HS	339	Health and Wellness	3.00
HS/	361/	Health Coach	3.00
SPS	161	Certification Preparation	
HS	341	Nutrition Across the Lifecycle	3.00

Choose one course (three credits) from the following:

HS	350	Health Behavior Change	3.00
PSY	190	Health Psychology	3.00

Credit and GPA Requirements

Minimum Total Credits: 12

Minimum Minor GPA: 2.0

A grade of 'C' or higher must be earned in all minor courses

Minor in Health Care

Management

Offered jointly with the School of Business, Public Administration & Information Sciences. Please see Department of Managerial Sciences for full details about the Minor in Health Care Management.

Minor in Inclusive Fitness

The 12-credit Inclusive Fitness minor is designed for students who are seeking to become a fitness professional involved in developing individualized exercise programs for individuals who may have a physical, cognitive or sensory

disability. The completion of the minor prepares students to sit for the Certified Inclusive Fitness Trainer (CIFT) exam offered by the American College of Sports Medicine (ACSM) and the National Center for Health, Physical Activity and Disability (NCHPAD).

Inclusive Fitness Minor

Requires the following four courses (12 credits):

SPS	104	Exercise Prescription II	3.00
SPS	149	Exercise and Older Adult	3.00
SPS	193	Exercise Training for Individuals with Parkinson's Disease	3.00
SPS	502	Inclusion Fitness Certification	3.00

Credit and GPA Requirements

Minimum Total Credits: 12

Minimum Minor GPA: 2.0

A grade of 'C' or higher must be earned in all minor courses

Minor in Nutrition

The Nutrition minor consists of 12 credits. The courses in the minor are designed for students who are working towards an undergraduate degree in Health Science, Sports Sciences, Biology, and other majors who are interested in developing a broad foundation of nutrition knowledge to enhance their primary field of study.

Nutrition Minor

Following three courses (9 credits)

SPS/H	139/33	Health and Wellness	3
S	9		
HS	341	Lifecycle Nutrition	3
EXS	555	Nutrition for Weight Management	3

Select one of the following (this may depend on your major)

SPS	148	Nutritional Aspects of Fitness & Sport	3
		OR	
HS	340	Wellness and Nutrition	3

Credit and GPA Requirements

Minimum Total Credits: 12

Minimum Minor GPA: 2.0

A grade of 'C' or higher must be earned in all minor courses

Minor in Personal Training

For Non-Sports Science Majors

This 12-credit Personal Training minor is designed for students who want to pursue a dynamic career in the rapidly growing fitness and wellness industry. Students will learn how to assess clients in various fitness components

including strength, cardiorespiratory fitness, flexibility and balance. Students will learn how to create client-centered, goal-specific, safe and effective fitness programs.

Personal Training Minor

Requires the following four courses (12 credits):

SPS	103	Exercise Prescription	3.00
SPS	156	Evaluation of Health & Fitness	3.00
SPS	210	Personal Training Certification Preparation	3.00
SPS	263	Practicum (Personal Training)	3.00

Credit and GPA Requirements

Minimum Total Credits: 12

Minimum Minor GPA: 2.0

A grade of 'C' or higher must be earned in all minor courses

Minor in Sport Management

The Sports industry in Brooklyn and in New York City as a whole is a vital part of the local culture, flavor, and economy. The headquarters of MLB, NBA, NFL, NHL, and MLS, all call New York City home. The proximity of LIU Brooklyn to the largest and most rapidly expanding sports industries in the world, provides our students with a decided edge in the field, and affords them the opportunity to grow their skills in all aspects of the Business of Sports Management.

The 12-credit minor in Sport Management is open to all LIU students and provided excellent preparation for entry-level positions and graduate study in Sport Management. If you see yourself as a professional working behind the scenes in sports; whether on the business side or the facility managements side, this minor may be just right for you. Students will learn essential skills in sport marketing, sales, customer relations, event planning, applied management, and facility management.

Sport Management Minor

Requires Both of the following courses (6 credits):

SPS	176	Introduction to Sport Management	3.00
SPS	186	Sport Facilities and Event Management	3.00

Remaining 6 credits may be comprised of any two of the following courses (6 credits):

SPS	177	Branding in Sport Culture	3.00
SPS	181	Business Model of NBA Franchise	3.00
SPS	191	Leadership in Sport Management	3.00
SPS	200	Sports Law	3.00

SPS	206	Customer Relations in Sport Management	3.00
SPS	216	Professional Selling in Sports	3.00
EXS	575	Fitness and Management	3.00

Students must complete all prerequisites prior to registering for the required courses. A grade of "C" or higher must be earned in all minor courses. **** Students who are currently completing the BS in Sport Management are not eligible for the minor in Sport Management**

Credit and GPA Requirements

Minimum Total Credits: 12

Minimum Minor GPA: 2.0

A grade of 'C' or higher must be earned in all minor courses

Minor in Strength & Conditioning

This 12-credit Strength & Conditioning minor is designed for students who want to pursue a career training athletes as a Strength and Conditioning (S&C) Coach. S&C coaches work

Strength & Conditioning Minor

Requires the following four courses (12 credits):

SPS	115	Principles of Resistance Training	3.00
SPS	157	Fitness Evaluation for Athletic Performance	3.00
EXS	508	Certified Strength and Conditioning (CSCS) Preparation	3.00
SPS	263	Practicum in Strength & Conditioning	3.00

Credit and GPA Requirements

Minimum Total Credits: 12

Minimum Minor GPA: 2.0

A grade of 'C' or higher must be earned in all minor courses

Minor in Urban Yoga

This 12-credit minor is designed to introduce students to Yoga in the context of contemporary health and exercise science. The primary goal of the program is to combine the practical knowledge gained via long-term yoga practice with the theoretical knowledge gained through the scientific study of the body itself. To this end, students will be encouraged and required to develop their own yoga practices.

Urban Yoga Minor

Requires the following five courses (13 credits):

SPS	112	Introduction to Ashtanga Yoga	2.00
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SPS	119	Yoga Therapy	3.00
SPS	123	Principles of Yoga	3.00
SPS	124	Practicing Mindfulness	2.00
SPS	263	Practicum (Yoga)	3.00

Credit and GPA Requirements

Minimum Total Credits: 13

Minimum Minor GPA: 2.0

A grade of 'C' or higher must be earned in all minor courses

Health Science Courses

HS 300 Introduction to Health Professions

This course will provide an introduction to various professions in the health care field. Students will be exposed to an overview of health care systems and major aspects of health care delivery. Students will understand health care priorities on the national and local level. Various health careers will be reviewed with a goal to understand underlying qualities and characteristics of health professions and professional behavior, related values, interests and ethics. In addition, students can begin to explore health career options based on an understanding of professional tasks, skills, tools and technology, abilities, work activities, work context/environment and educational, training and legal requirements. In addition, the course will provide an introduction to medical terminology, as well as library skills. Students will also be required to create a professional resume that may be used for future opportunities.

Credits: 3

Every Fall, Spring and Summer

HS 320 Environmental Health Issues

This course explores the relationship of people to their environment - how it affects their physical well-being, and what they can do to protect and enhance their health, and to influence the quality of the environment. This course will give students a basic understanding of how environmental factors impact the health of people and the community, and of the efforts made to prevent or minimize the effects of negative impacts. Emphasis is on providing a general understanding of how environmental factors are involved in the transmission of communicable diseases and on some of the health hazards resulting from exposure to chemical and physical materials in our environment.

Credits: 3

Every Fall

HS 321 Environmental Sustainability and Health

In this course we will cover the basics of sustainability and environmental health hazards. We will analyze different aspects of greening NYC and study the PlaNYC 2030. We will focus on analyzing energy and water conservation methods. We will learn about calculation tools and green certification: Life Cycle Assessment, Carbon Footprint, Benchmarking, Energy Star and LEED Green Buildings Rating System.

Credits: 3

Every Spring

HS 322 Disaster Preparedness

This introductory course will cover the history and current processes of Emergency Management Systems. Effective emergency planning is the key to surviving natural and man-made disasters. We will analyze methods of the Disaster Preparedness on

the following levels: home, community, city and nation. Students will learn about the structure and role of major organizations and agencies like: Red Cross, NYC OEM and US FEMA. The class will include review of the chemical, biological, radiological hazards.

Credits: 3

Every Fall

HS 323 Introduction to Emergency Management

Students learn about mitigation, response and recovery to natural disasters (e.g. hurricanes, epidemics), terrorism or accidents (e.g. fires, hazardous spills) and acquire an understanding establishing command centers, coordinating communication, evacuating citizens, and executing clean-up operations to protect human and wildlife populations and natural resources.

Credits: 3

Every Spring

HS 325 Current Issues in Urban Health

This course is intended to explore the most frequent and significant diseases and conditions that health professionals may encounter in an urban setting. This will include conditions, like diabetes, obesity, HIV/AIDS, asthma, substance abuse, mental illness, Alzheimer's disease, cardiovascular disease, cancer. Students will be able to identify basic physiological causes, disease processes, signs, symptoms and unique health challenges facing cities as well as the role of the health professional in prevention and treatment.

Credits: 3

Every Fall, Spring and Summer

HS 331 Adapted Aquatics for Children with Autism

This course is designed to enable children with Autism to experience water, fun, safety and success. Students will assist children with autism, under faculty supervision, in a one-to-one teaching ration using a developmental skill progression model from acclimation to water, to movement exploration in water, to floating and pre-beginner swim skills. Through lecture, laboratory and hands-on experience, students will also learn about autism and how to adapt aquatic activities to meet each child's needs. The application of principles of safety in the aquatic environment is always emphasized.

Credits: 3

Every Fall

HS 332 Health Advocacy and Wellness for People with Intellectual Disabilities

This course introduces principles of health advocacy and wellness into an adult day habilitation environment at LIU for adults with intellectual disabilities. Through lecture, simulations, laboratory and hands-on experiences, students learn about intellectual disabilities and how to organize, adapt and present wellness activities such as health eating, stress reduction, basic first aid, relaxation, exercise and socialization to meet each individual's

needs. Students will support participants with intellectual disabilities in the wellness classes and develop knowledge and leadership skills in co-leading sessions. Students will learn principles of safety and how to assist people to become more independent.

Credits: 3

Every Fall, Spring and Summer

HS 339 Health and Wellness

This course provides a holistic approach of what it really means to be healthy today. It explores the positive mind and body relationship to achieve a healthy and active lifestyle. Topics include managing stress, wellness principles, nutrition guidelines, aging and disease prevention, spiritual perspectives and physical activity and exercise protocols.

Credits: 3

Cross-Listings: HS 339, SPS 139

Every Spring

HS 340 Nutrition and Wellness

This course provides an introduction to nutrition science, and the role of nutrition in health and disease. Topics covered include: nutrient characteristics, requirements, food sources, energy balance, weight control, dietary guides and diet planning. Nutrition requirements for wellness and socio-economic factors that affect food production and consumption will also be discussed.

The pre-requisites of BIO 3, and CHM 3 or CHM 3X are required.

Credits: 3

Every Fall, Spring and Summer

HS 341 Life Cycle Nutrition

This course explores the relationship between nutrition and growth, development, and normal functioning of individuals through each stage of life from infancy to senior adults. It covers the physiological, biochemical, sociological, and developmental factors that affect nutrient requirements, deficiencies, and recommendations at various stages of the life cycle. In order to address nutritional needs, the course also provides specific community nutrition methods for planning, developing, and implementing health eating interventions. Special topics include heart disease, diabetes, pregnancy, and lactation, food habits of children and those associated with aging.

Credits: 3

Every Spring

HS 350 Health Behavior Change

This course is designed to introduce future health professional to social and behavioral science theories and models that will help them explain and manage people's health behaviors whether in a health care community, home, school or work setting.

Credits: 3

Every Fall

HS 355 Diversity and Health Disparities

This course will explore the disparities in health status, life expectancy and healthcare in the United States. Important factors such as diversity, culture, socio-economic status, gender, geography, and access will be analyzed. Students will learn a systematic approach to the process of achieving culture competence and skills necessary to deliver health programs and services with a diverse population.

Credits: 3

Every Fall, Spring and Summer

HS 361 Health Coaching Certification**Preparation**

This course is designed to provide theoretical knowledge and practical skills in preparation for the well-recognized American Council of Exercise (ACE) national certification exam in Health Coaching. Topics include effective coach-to-client communication techniques, understanding behavioral, nutritional, and physiological sciences (particularly as they relate to the client with obesity), health screening and assessment, guidelines for designing and implementing safe and effective exercise, wellness, and health programs. In addition, students will learn about the legal professional responsibilities and roles of the health coach. This course requires additional fees

Credits: 3

Cross-Listings: HS 361, SPS 161

Every Fall

HS 382 Health and Exercise Psychology Seminar

This course will be conducted in LIU's Center for Performance Excellence in Applied Kinesiology (PEAK). The seminar course will be designed to expose students to a specific area of exercise and sport psychology. Students will gain or enhance exercise and sport psychology knowledge and explore an area of interest related to exercise and sport psychology research and/or practice. Students will participate in weekly supervised exercise and sport psychology-related research, reading, practice, and education. Students will be expected to assist in the completion of a current project in PEAK, as well as the capstone assignment. 3 credits.

Credits: 3

On Demand

HS 393 Exercise Training for Individuals With Parkinson's Disease

Through lecture and clinical study students will learn to design exercise training programs for individuals with Parkinson's disease in a group setting by implementing cardiovascular and resistance training to improve and maintain physical function and quality of life. Students will become familiar with the role of community-based support groups and how to build a relationship as health professionals with support group members. Students will observe functional assessments of individuals with Parkinson performed by faculty and staff of the program and will learn about

ethical and safety standards during evaluation and exercise. The lecture portion of the class will provide basic information about the causes, presentation, progression and treatment of Parkinson's disease with special emphasis on the role of exercise as non-medical treatment. The role of government funding and advocacy will also be considered for conditions like PD that require significant long-term financial, health, and socio-emotional support.

Credits: 3

Cross-Listings: HS 393, SPS 193

Every Fall and Spring

HS 400 Introduction to Health Care Management

Undergraduate Health Care Management Education is now recognized as a significant component of the health care delivery matrix. This course is designed to provide students with the knowledge, skills and competencies needed to obtain entry level positions in various areas of health care delivery settings, including hospitals, medical group practices, government agencies, home health care agencies, long term care facilities, private and group practice settings, insurance institutions and various clinical and non-clinical settings. Students will explore important issues in health care such as cost management, ethics, marketing, strategic planning, information technology, case management and human resources.

Pre-requisite of HS 300, 325, 355 or 410 is required

Credits: 3

Every Fall and Spring

HS 410 Healthcare Organizations and Delivery

This course is designed to help students understand the complexities of the US healthcare delivery system. American health care delivery will be presented in the context of current developments in health reform with references to specific provisions of the Affordable Care Act of 2010. Specific topics will include components of the US Health care systems, health promotion and disease prevention, Medicaid, Medicare, inpatient facilities and services, managed care and integrated organizations, long term care, financing health services for special populations, cost, access and quality care, health policy, Healthy People 2010 and 2020 as well as the future of health services delivery.

Credits: 3

Every Fall and Spring

HS 420 Essentials of Health Care Marketing

This course provides students with the knowledge of the principles of marketing and their application in healthcare. Students will examine the major environmental changes in healthcare as they relate to key areas of marketing. Topics include influencing health promotion and healthcare through marketing, issues and value to the customer, new health care delivery models, increasing competition and linking theory with actual marketing strategies. Real life examples, case

studies, simulations and guest presenters from the field will enhance the presentation of course content.

The pre-requisite of HS 400 is required.

Credits: 3

Every Fall and Spring

HS 430 Research in the Health Professions

In this course, you will study the basic methods used in health science research and learn how to interpret the findings from this research. You will be introduced to the scientific method, research ethics using human subjects, causation theory, hypothesis formation, measurement theory, quantitative and qualitative research methods, evaluation research and descriptive statistics. This course will be writing intensive and include a variety of class activities to help develop your methodological skills: critiquing research articles, using the World Wide Web, analyzing social data, writing, discussions, and working on a research project.

The pre-requisite of MTH 100 or PSY 150 is required.

Credits: 3

Every Fall and Spring

HS 460 Ethical and Legal Aspects of Healthcare

This course will focus on the ethical and legal dilemmas facing health professionals and administrators in planning and delivering quality healthcare and prevention services. Basic principles and practices of health ethics and law will be presented and applied through the use of case studies and role play. Topics covered included: patient rights, government regulations, HIPAA requirements and confidentiality, ethics of quality care, incident reporting, protecting health information, precedent-setting court cases, financing healthcare and prevention services, tort reform and culture of compassion and truth telling. Students will develop critical thinking skills needed for the ethical decisions they will confront in the health care environment.

Credits: 3

Every Fall and Spring

HS 464 Healthcare and Human Resource Management

This course will provide an introduction to Human Resource Management (HRM). Students will be exposed to an overview of human resource policies, applications and competencies used within the healthcare field. Students will gain an understanding of the role of Human Resources, aspects of healthcare management, and discover strategies used by organizations, and mandated procedures that impact employees within the workplace. Various topics will be reviewed, such as: HR related-legislation, creating a functional job analysis, labor policies, unionization, types of careers in health care, recruitment and retention, benefits, training and development, performance evaluation and employee relations. Students will

recognize key concepts and characteristics of human resource management as an important part within today's workforce. Students will explore real methodologies within the human resources field and approaches that are used to build stronger employee performance, communication, skills, and job enrichment; while examining trends, the labor movement, culture of work environments, and legal requirements.

The pre-requisite of HS 400 is required.

Credits: 3

Every Spring

HS 471 Health Program Planning

Health promotion initiatives are planned, developed, and implemented to prevent illness, diseases, and injuries. Comprehensive, evidence-based, and cost-effective health promotion initiatives, including strategies, policies, and programs, are designed to increase the longevity and quality of life in Americans, while reducing health care costs on individuals, families, their employers, and the government. In this course, students receive an overview of the planning, development, and implementation of health promotion programs. This course will also be writing intensive and include a variety of class activities to help develop your writing and analytic skills.

The pre-requisite of HS 430 is required.

Credits: 3

Every Fall and Spring

HS 465 Quality Improvement in Healthcare

This course provides students with the tools and techniques/strategies to improve healthcare quality and patient outcomes. Topic areas include: role of the patient; patient satisfaction; measuring quality improvement (QI) of patient care; process tools in QI; process control; assessing risk and harm in patient care; approaches to improvement; statistical applications; cost reduction; and performance improvement systems. The challenges of implementing quality improvement are addressed using case studies, as well as examples in a variety of healthcare organizations.

The pre-requisite of HS 400 is required.

Credits: 3

Every Fall and Spring

HS 472 History, Philosophy and Psychological Aspects of Disability

This course focuses on topics related to the history, philosophy and psychological aspects of disability. We will explore such areas as: institutions and the Willowbrook Court Decree, models of disability, concept of normalization, experiences and perspectives of people with disability, person-centered planning, the inclusion movement, politics of reasonable accommodation, Americans and Disabilities Act, self-empowerment, communication and collaborate planning and other factors facing people with disability, as well as the fields of professional practice.

Credits: 3

Every Spring

HS 474 Autism Spectrum Disorders and Other Developmental Disabilities

This course is designed to provide an overview of Autism Spectrum Disorders and Intellectual Disabilities, characteristics, causation, screening techniques, diagnosis and treatments of autism from a medical and neurological perspective. Issues such as classification, diagnostic instruments, communication assessments and skill development will be addressed. The student will gain understanding of the cognitive and social functioning of the person with ASD with a particular emphasis on style of learning, theory of mind, role of executive functioning, over selectivity, joint attention, generalization difficulties and health issues. Normal human growth and development in comparison to atypical development stages will be addressed in the cognitive, motor, and language developmental areas. Students who complete this course will have an understanding of ASD and Intellectual Disabilities and the role of the family during diagnosis and treatment.

Credits: 3

Every Fall

HS 477 Applied Behavior Analysis and Program Design

This course will provide students with the understanding of Applied Behavior Analysis both in theory and practice. Students will learn the principles of ABA such as positive reinforcement, fixed schedules of reinforcement, task analysis, prompt fading, functional behavioral analysis, positive behavior support, self reinforcement, modeling, discrete trial, picture activity schedules, picture rehearsal and token economies while applying these principles in the wellness, leisure, habilitation and residential programs. The unique needs and characteristics of each individual with a developmental disability will be explored from infancy into adulthood to develop instructional strategies and behavior management programs. Various program models will be investigated throughout the individual's life cycle in various settings.

Credits: 3

Every Fall

HS 478 Case Management Services

This course will examine concepts and principles of case management practice with special populations. The core functions of case management practice in a range of settings are addressed in relationship to issues of diversity, vulnerability and empowerment, while identifying and collaborating with resources and agencies. Emphasis is placed on care coordination, type of delivery agency, negotiation in brokering for health care services by utilizing the application of case management models. Students will understand health care priorities on the

national and local level.

Credits: 3

Cross-Listings: HS 478, SWK 134

Every Fall

HS 479 Case Management: Practice with Populations at Risk

This course provides students the opportunity to hear case managers present actual cases based on "case of the week model." Students will develop hands on experience through presentations from experts in the varied fields in which case management is practiced. Students will build on their case management knowledge by applying theories to real work case management situations. *The pre-requisite of HS 478 or SWK 134 is required*

Credits: 3

Every Spring

HS 490 Practicum

The student, in consultation with the instructor will complete a minimum of 120 hours of fieldwork at a medical, social service or public health agency/organization. This is a culmination course designed to integrate theory and application acquired throughout the Health Science Curriculum. The student is required to attend scheduled course sessions on campus and satisfactorily complete all assignments as outlined in course syllabus.

The student must be active in the Health Science or Public Health major and must be a Senior in order to register for this course.

Credits: 3

Every Fall, Spring and Summer

HS 497-499 Independent Study

Students taking the Independent Study are expected to research an aspect of Health Science under the supervision of a faculty advisor. Included in this research can be a practicum/internship experience of a minimum of 30 hours. Alternatively, a student is able to produce a study of an approved topic, including a thorough literature review and assessment of the topic. With both options, a final summary project, pre-approved by the faculty advisor, will be presented at the end of the experience.

Credits: 1

On Occasion

Physical Education Courses

PE 2 Introduction to Golf

An introduction to the fundamentals of golf, including stance, grip and swing, as well as to course play, selection of equipment, safety, and golf terminology. Two hours.

Credits: 1

On Occasion

PE 4 Fitness and Wellness

An overview of the factors that influence personal

wellness. Includes topics related to nutrition, environmental factors, exercise, and social and emotional components of physical activity that affect the life-style choices made to pursue a healthy state of being.

Credits: 3

Every Fall and Spring

PE 13 Beginning Aerobic Dance 1

An introduction to aerobic training in a comprehensive program of physical fitness using multi-impact and cross-training techniques to develop and improve cardiovascular fitness.

Personal journals are kept in which students record their progress and understanding of the health benefits of nutrition, flexibility, balance, strength and endurance. Three hours. (Same as PE 13.)

Prerequisite: Doctor's permission. May be taken twice for credit.

Credits: 3

Cross-Listings: DNC 13, PE 13

Alternate Years

PE 13A Step Aerobics

Aerobic conditioning for all levels using steps and music to develop and improve cardiovascular fitness. Students learn how to work safely and effectively while they learn the basics of nutrition, strength, flexibility and balance for overall better physical fitness and well-being. Personal journals are kept. Three hours. (Same as PE 13A.)

Prerequisite: Doctor's permission. May be taken twice for credit.

Credits: 3

Cross-Listings: DNC 13A, PE 13A

Alternate Years

PE 17 Teaching Movement and Dance for Children

Students will practice and learn the strategies and progressions for teaching fundamental movement skills, rhythmic activities, and dance to preschool and elementary age children, including locomotion, manipulation, gross motor skills, and rhythm and dance from diverse cultures. In addition, students learn how to present different teaching styles, make the gymnasium safe, establish protocols and rules, provide feedback and motivate children. Focus is on inclusive activities, games, fitness, and enjoyment of movement.

Credits: 1

Cross-Listings: PE 17, SPS 17

On Occasion

PE 21 Sport, Functional Training and Performance I

Students receive instruction and experience in functional training of athletes and non-athletes for strength, balance, stability, agility, power and flexibility using a systematic progressive approach. Student learns basic exercises. Additional time is required other than the standard meeting times. This course has an additional fee.

Credits: 2

Cross-Listings: PE 21, SPS 21

Every Fall

PE 22 Sport, Functional Training and Performance II

Students receive instruction and experience in functional training of athletes for balance, agility, power and flexibility. Using a systematic progressive approach, student progresses to more advanced and challenging exercises. Additional time is required other than the standard meeting times.

The pre-requisite of SPS 21 or PE 21 is required or permission of the Division.

Credits: 2

Cross-Listings: PE 22, SPS 22

Every Spring

PE 23 Teaching Individual and Team Sports I

Instruction in the fundamental skills, techniques, teaching methods, safety and coaching tactics of soccer, softball, and volleyball.

Credits: 3

Every Fall

PE 24 Teaching Individual & Team Sports II

Instruction in the fundamental skills, techniques, teaching methods, safety and coaching tactics of basketball and racquet sports.

Credits: 3

Every Spring

PE 47 Personal and Community Health

An introduction to personal and community health issues and challenges that affect the allied health practitioner. Emphasis is placed on the student's understanding, attitudes, knowledge and behavior with regard to critical health issues affecting contemporary living. Areas of inquiry include substance abuse, nutrition, stress, consumer-related issues, alcohol and tobacco and complementary alternative medicine.

Credits: 2

Every Spring

PE 58 Introduction to Modern Dance 1

A studio survey course that offers the tools with which to participate in and appreciate dance, music in relation to dance, and the dance heritage that provides the essential materials for this course.

Students come to appreciate the body as an instrument capable of many forms of expression while they build strength, flexibility and control through the kinesthetic understanding of a basic movement vocabulary. Introduction to modern dance. Three hours.

(Same as PE 58.)

May be taken twice for credit.

Credits: 3

Cross-Listings: DNC 1, PE 58

Every Fall and Spring

PE 140 CPR and First Aid for the Health Care Provider

An opportunity for students, upon successful understanding of the theory and practice, to earn certification cards in CPR and Standard First Aid.

PE 142 Care and Prevention of Athletic Injuries

This course provides students who are interested in becoming coaches, fitness instructors and conditioning specialists with an understanding of the care and prevention of athletic injuries.

Students learn common cues to identify injuries, explanation of symptoms, anatomical illustrations, care and management options, administering first aid for bleeding, tissue damage and unstable injuries and returning athletes/ individuals to physical activity or play. The course also addresses concussion recognition, referrals and dangers of using steroids and performance enhancing drugs as well as developing protocols to prevent injuries.

BIO 137 must be taken as a Pre- or Co-Requisite

Credits: 3

Cross-Listings: PE 142, SPS 142

Every Fall and Spring

PE 146 Principles and Philosophy of Coaching I

A study of theory and methods of coaching in elementary, secondary schools and collegiate settings. A focus on administrative, organizational and interpersonal skills for potential coaches. The course will also address planning and teaching sports skills and strategies with recommendations concerning the mechanics of coaching.

Pre-requisite of SPS 21 or SPS 22 is required.

Credits: 3

Cross-Listings: PE 146, SPS 146

Every Spring

PE 150 Motor Learning and Development

This course provides students with a framework for understanding motor learning and development and how they interact and effect each other. By understanding the factors that influence the development of motor skills across the life span, students will become better prepared to teach movement skills effectively at any chronological age and at any skill level.

The pre-requisite of SPS 21 is required.

Credits: 3

Cross-Listings: PE 150, SPS 150

Every Spring

PE 151 Functional Kinesiology

The class explores the science of human motion from a neuromuscular perspective. Emphasis will be on the application of knowledge relative to the movements, vocabulary and training principles in health sciences. Areas of course emphasis will include: Functional anatomical review of the musculoskeletal system, review of muscle morphology and an examination of movement patterns and configurations.

BIO 137 must be taken as a Pre- or Co-Requisite

Credits: 3

Cross-Listings: PE 151, SPS 151

Every Fall and Spring

PE 152 Exercise Physiology I

This course will consider the physiologic effects of exercise on the human body, covering topics such as bioenergetics, energy transfer and thermogenesis. The effect of activating on several physiologic support systems (i.e. pulmonary, circulatory, neuromuscular, and hormonal) will be discussed in detail. This course is designated as the writing intensive course for Sports Sciences majors and fulfills the University's requirement for Writing Across the Curriculum.

The pre-requisite of BIO 137 or CHE 3X is required.

Credits: 3

Cross-Listings: PE 152, SPS 152

Every Fall

PE 153 The School Health Program

An examination of the role of the school, community and outside agencies in the development of school health programs. The development of skills in organizing and evaluating curricula for health instruction is studied. Includes methods of implementation and administration of health services in the school setting.

The pre/co-requisites of PE 4, 5, or 47 are required.

Credits: 3

On Demand

PE 154 Adapted Physical Education I

This course provides students with an understanding of the physical, psychosocial and medical characteristics of people with various disabilities. Based on assessment, students learn to adapt exercise, physical activity and sports programs to the unique abilities, needs and preferences of each individual. In addition, students learn to analyze case studies and write individualized education plans (IEPs) in Adapted Physical Education. This course has an additional fee.

The pre-requisite of co-requisite of PE 151/SPS 151 is required.

Credits: 3

Cross-Listings: PE 154, SPS 154

Every Fall

PE 156 Evaluation in Health and Fitness

This course combines measurement and evaluation, theory coupled with laboratory experiences in the physical assessment of health and fitness. The objective of this course is to provide the student with a broad understanding of pre-participation screening, risk stratification and assessment of strength, muscular endurance, muscular power, body composition, and flexibility.

Credits: 3

Cross-Listings: PE 156, SPS 156

Every Fall and Spring

Sports Sciences Courses**SPS 17 Teaching Movement and Dance for Children**

Students will practice and learn the strategies and progressions for teaching fundamental movement skills, rhythmic activities, and dance to preschool and elementary age children, including locomotion, manipulation, gross motor skills, and rhythm and dance from diverse cultures. In addition, students learn how to present different teaching styles, make the gymnasium safe, establish protocols and rules, provide feedback and motivate children. Focus is on inclusive activities, games, fitness, and enjoyment of movement.

Credits: 1

Cross-Listings: PE 17, SPS 17

On Occasion

SPS 21 Sport, Functional Training and Performance I

Students receive instruction and experience in functional training of athletes and non-athletes for strength, balance, stability, agility, power and flexibility using a systematic progressive approach. Student learns basic exercises. Additional time is required other than the standard meeting times. This course has an additional fee.

Credits: 2

Cross-Listings: PE 21, SPS 21

Every Fall

SPS 22 Sport, Functional Training and Performance II

Students receive instruction and experience in functional training of athletes for balance, agility, power and flexibility. Using a systematic progressive approach, student progresses to more advanced and challenging exercises. Additional time is required other than the standard meeting times.

The pre-requisite of SPS 21 or PE 21 is required or permission of the Division.

Credits: 2

Cross-Listings: PE 22, SPS 22

Every Spring

SPS 26 Beginner Swimming

This class requires no previous water experience and is geared toward dealing with beginning development of strokes including self-help and survival skills. Students will learn how to travel through the water with a basic paddle stroke. Front crawl, back crawl, elementary backstroke, and basic safety skills are covered. This course requires additional hours other than the standard meeting times listed in the schedule of classes.

Credits: 1

Every Fall and Spring

SPS 52 Intermediate Swimming

Refine front/back crawl and backstroke. Further develop breaststroke and sidestroke. Introduction to butterfly and workout swims. Students must be

able to swim in deep water and have a basic understanding of all strokes. This course requires additional hours other than the standard meeting times listed in the schedule of classes.

Credits: 1

Every Fall and Spring

SPS 62 Advanced Swimming and Fitness

This course is designed to refine strokes so students swim with more ease, efficiency, power and smoothness over greater distances. In addition, students will create and present a swim fitness program and understand its related health and wellness benefit.

Credits: 1

On Occasion

SPS 80 Beginning Fitness and Exercise for Living

This course will investigate the effects of physical activity on the human body, the training modalities used to enhance physical, mental and cognitive lifestyles.

Credits: 1

Every Fall

SPS 81 Intermediate Fitness and Exercise for Living

This course will investigate the effects of physical activity on the human body and the training modalities used to maintain a healthy lifestyle.

Pre-requisite of SPS 80 is required.

Credits: 1

Every Spring

SPS 82 Aerobic Fitness and Endurance Exercise

An exploration of the physiology of aerobic fitness through lectures as well as hands-on activities.

Topics include standards used for measurement of intensity, prescription of exercise, and aerobic fitness and performance in work and sports.

Current trends in aerobic exercise and fat metabolism are reviewed.

Credits: 2

Every Spring

SPS 91 Pilates for Health Professionals

This course is an introduction to Pilates for students interested in or enrolled in the Health Professions. Students practice group mat exercises that are designed to improve core muscle strength, balance, muscle control, spinal and pelvic alignment and flexibility. Development of strength and control in abdominal, back and hip muscles is important for preventing back pain as well as enhancing activities of daily living, functional movement and sport performance.

Credits: 2

Every Fall

SPS 98 Beginning Weight Training

The theory and application of basic weight training techniques with an emphasis on personal programs. Students will be required to explain and demonstrate specific exercises. This course has an additional fee.

Credits: 1

Every Fall and Spring

SPS 100 Special Olympics, Theory and Practice I

An overview of people with intellectual disabilities and the role of the Special Olympics. Through lecture and practical hands-on experiences, students learn how to conduct a Special Olympics training session, assess athletes, and teach sport specific skills to this population.

Credits: 1

On Occasion

SPS 101 Special Olympics Theory and Practice II

A continuation of SPS 100.

Pre-requisite of SPS 100 is required.

Credits: 1

On Occasion

SPS 102 Adapted Aquatics for People with Multiple Sclerosis

This course introduces principles of exercise in an aquatic environment and approaches to adapt aquatic exercise for people with multiple sclerosis (MS). Through lecture, simulations, laboratory and hands-on experience students learn about MS and how to organize and adapt activities to meet each individual's needs. Students will support participants with MS in the aquatic sessions and will develop knowledge and leadership skills in co-leading sessions. Students will learn principles of safety in the aquatic environment and how to assist people effectively.

Credits: 3

Every Spring

SPS 103 Exercise Prescription I

This course is designed to teach students how to prescribe exercise for healthy individuals based on information gathered in the fitness evaluation, client health history and lifestyle questionnaire. Areas addressed will include flexibility, strength, cardio-respiratory endurance and body composition. Laboratory experiences and case studies are used to study problems and develop exercise solutions.

Credits: 3

Every Fall and Spring

SPS 104 Exercise Prescription II

This course is based on the American College of Sports Medicine's Guidelines for Exercise Testing and Prescription. ACSM's principles are applied to develop appropriate exercise programming for individuals with musculoskeletal, neurological, auto-immune and cardiovascular impairments. Laboratory experiences and case studies are emphasized.

The pre-requisite of SPS 103 is required.

Credits: 3

Every Fall

SPS 105 Lifeguard Training

This course gives the most current instruction in the American Red Cross lifeguard training

techniques, First Aid and CPR skills required to gain eligibility for a lifeguard position. Upon successful completion, a student will earn certifications in both American Red Cross Lifeguard Training and CPR for the Professional Rescuer. Adequate swimming skills are necessary. Prerequisites: On first day, student must: swim 500 yards (20 lengths of the pool); 200 yards front crawl; 100 breaststrokes and 200 of your choice. Swim 20 yards, submerge to a minimum depth of 9 feet, retrieve a 10-pound brick from the bottom, return it to the surface, and bring it back to the starting point. If students cannot complete this, they will be guided into a more appropriate swim class.

Credits: 3

Every Fall and Spring

SPS 107 Adapted Aquatics for People with Lupus

This course introduces principles of exercise in an aquatic environment and approaches to adapt aquatic exercise for people with Lupus. Through lecture, simulations, laboratory and hands-on experience students learn about Lupus and how to organize and adapt activities to meet each individual's needs. Students will support participants with Lupus in the aquatic sessions and will develop knowledge and leadership skills in co-leading sessions. Students will learn principles of safety in the aquatic environment and how to assist people effectively.

Credits: 3

Every Fall

SPS 110 Beginning Tennis

Fundamentals of forehand backhand and serve techniques. Overview of game rules, etiquette, scoring and playing tactics. This course has an additional fee.

Credits: 1

Every Fall and Spring

SPS 112 Introduction to Ashtanga Yoga

This course will give students an introduction to the foundations of Ashtanga Yoga's Primary Series. The focus will be on practice, with an emphasis on the integration of breathing, posture, and mental concentration.

Credits: 2

Every Fall and Spring

SPS 115 Principles of Resistance Training

This course will introduce students to the fundamental skills, and principles behind resistance training. Students will learn proper exercise techniques utilizing free weights, machines, bands and other various forms of exercise modalities.

Credits: 3

Every Fall

SPS 116 Beginning Karate

Students will learn a series of karate skills and techniques designed to enhance fitness, coordination and health. Students will also gain an understanding of the physiological principles about

learning and movement of karate.

Credits: 1

On Occasion

SPS 117 Intermediate Karate

A continuation of SPS 116. Emphasis is placed on advanced combinations and techniques of karate.

This course has an additional fee.

The pre-requisite of SPS 116 is required or permission of the Division.

Credits: 1

On Occasion

SPS 118 Judo

A presentation of the Japanese martial art of judo, using various techniques to promote mental and physical abilities. Judo is explored both as a natural art that develops self-realization through self-expression and as a science that implies mastery of various laws of movement concerning action-reaction, gravity, momentum, force, velocity and weight transfer.

Credits: 2

On Occasion

SPS 119 Yoga Therapy

This course provides an introduction to yoga therapy, both in its own terms, and in the context of scientifically-valid approaches to the promotion of health, wellness, and preventative medicine. Students will come away with an understanding of Yoga's place in the broader context of exercise physiology in general, as well as its unique contributions to and potential for applied therapeutic interventions.

Credits: 3

Every Spring

SPS 120 Anatomy of Exercise

This course will investigate the mechanics of movement and the means by which movement can be analyzed and improved. This course explores basic exercise vocabulary structured to include a comprehensive look at muscle origin, insertion, actions and nerve innervations. This course will include lecture and practical experiences.

3 credits. Offered every semester.

BIO 137 must be taken as a Pre- or Co-Requisite

Credits: 3

Every Fall and Spring

SPS 121 Introduction to Physical Education and Exercise Science

This course provides an overview of professions in exercise science, physical education, and athletic training including career opportunities, certifications, professional standards critical current issues and professional organizations. Students will also learn about the role and implementation of interprofessional practice within each field of study.

Credits: 2

Every Fall and Spring

SPS 122 Tai Chi

The course will introduce the students to the

practice and philosophy of the Asian Martial Art of Tai Chi considered by many as the perfect exercise. Tai Chi is about efficiency, effectiveness and effortless action. Students will learn basic movements of the tai chi form.

Credits: 2

Every Fall, Spring and Summer

SPS 123 Urban Yoga, Principles & Practice

Students will read and discuss several aspects of Yoga's place in the contemporary world, in the context of its historical, philosophical, and sociological implications. The lecture component will be supported and complimented by regular practice in the lab, so that students come away with an understanding of both the theoretical and practical aspects of yoga, as well as the relationship between them.

Pre- or Co-requisite of SPS 112 is required

Credits: 3

Every Fall

SPS 124 Practicing Mindfulness

This course will explore the physiological and neurological principles of mindfulness, examining their relation to the urban environments and cultural contexts of Brooklyn, New York. Particular emphasis will be placed on how to create conditions in which improved ways of interacting mindfully with ourselves and others can be learned and practiced. Students will learn specific yoga and breathing techniques designed to improve focus, energy and performance. This course will be broadly aimed at students interested in exercise science, health care and education, as well as students who desire to enhance their personal and professional development.

Pre-Requisite of SPS 112 is required for enrollment.

Credits: 2

Every Fall and Spring

SPS 126 Advanced Tai Chi

This course will introduce students to advanced practice and philosophy of the Asian Martial Art of Tai Chi considered by many as the perfect exercise. The students will learn advanced techniques of tai chi to further performance in balance and coordination. Tai Chi is about efficiency, effectiveness and effortless action and in this course how that relates to sport

Credits: 2

Every Semester

SPS 131 Adapted Aquatics for Children with Autism

This course is designed to enable children with Autism to experience water, fun, safety and success. Students will assist children with autism, under faculty supervision, in a one-to-one teaching ration using a developmental skill progression model from acclimation to water, to movement exploration in water, to floating and pre-beginner swim skills. Through lecture, laboratory and hands-on experience, students will also learn about autism and how to adapt aquatic activities to meet each

child's needs. The application of principles of safety in the aquatic environment is always emphasized.

Credits: 3

Every Fall

SPS 132 Health Advocacy and Wellness for people with Intellectual Disabilities

This course introduces principles of health advocacy and wellness into an adult day habilitation environment at LIU for adults with intellectual disabilities. Through lecture, simulations, laboratory and hands-on experiences, students learn about intellectual disabilities and how to organize, adapt and present wellness activities such as health eating, stress reduction, basic first aid, relaxation, exercise and socialization to meet each individual's needs. Students will support participants with intellectual disabilities in the wellness classes and develop knowledge and leadership skills in co-leading sessions. Students will learn principles of safety and how to assist people to become more independent.

Credits: 3

Every Fall, Spring and Summer

SPS 133 Special Olympics Coaching and Event Management

This course is designed to introduce and prepare coaches and sports management coordinators to the basic structures and principles of Special Olympics. Sports-specific skills, strategies, coaching philosophy and planning, safety and risk management will be examined and applied within the Special Olympics model. The goal of the course is to develop students with competency in Special Olympics coaching and game/event management.

Credits: 3

On Occasion

SPS 139 Health and Wellness

This course provides a holistic approach of what it really means to be healthy today. It explores the positive mind and body relationship to achieve a healthy and active lifestyle. Topics include managing stress, wellness principles, nutrition guidelines, aging and disease prevention, spiritual perspectives and physical activity and exercise protocols.

Credits: 3

Cross-Listings: HS 339, SPS 139

Every Spring

SPS 140 CPR and First Aid for the Health Care Provider

This course will deal with protocols related to the recognition, evaluation, and initial treatment of injury and illness in the sport, physical activity, or other healthcare settings. Emphasis will be placed on the interactions of the student with a variety of populations regarding injury recognition and care. Students will receive instruction in CPR for the Health Care Provider (infant, child and adult), trained in the use of an automatic external defibrillator (AED) and basic first aid care as related

to a variety of settings. Students will have the opportunity to earn certification at an additional cost. This course is appropriate for students in Sports Sciences, Health Sciences, and other Health Profession or Nursing Programs.

Credits: 3

Cross-Listings: PE PE, SPS 140

Every Fall and Spring

SPS 142 Care and Prevention of Athletic Injuries

This course provides students who are interested in becoming coaches, fitness instructors and conditioning specialists with an understanding of the care and prevention of athletic injuries. Students learn common cues to identify injuries, explanation of symptoms, anatomical illustrations, care and management options, administering first aid for bleeding, tissue damage and unstable injuries and returning athletes/ individuals to physical activity or play. The course also addresses concussion recognition, referrals and dangers of using steroids and performance enhancing drugs as well as developing protocols to prevent injuries.

BIO 137 must be taken as a Pre- or Co-Requisite

Credits: 3

Cross-Listings: PE 142, SPS 142

Every Fall and Spring

SPS 143 Responding to Emergencies in Sport and Physical Activity

This course will deal with protocols related to the recognition, evaluation and initial treatment of injury and illness in sport/physical activity settings. Emphasis will be placed on the interactions of the student with a variety of populations regarding injury recognition and care. Students will receive instruction in CPR for the Professional Rescuer, (infant, child, and adult), trained in the use of an automatic external defibrillator (AED) and first responder care. Students will have the opportunity to earn certification at additional cost. This course requires additional lab time other than the standard meeting times listed in the schedule of classes.

Student must be enrolled in the Athletic Training Program in order to register for this course.

Course only open to students in the Athletic Training major.

Credits: 3

Every Fall and Spring

SPS 144 Taping, Bracing and Protective Athletic Equipment in Sports

This course is designed to provide the student with the knowledge and skills necessary to master the use of prophylactic and therapeutic taping, wrapping, bracing and padding techniques. Emphasis will be placed on the proper use of athletic tapes, plastics, felts and other protective athletic equipment. A portion of the class will be lecture in nature, with a large emphasis in Athletic Training laboratory practice and mastering techniques. Only open to Athletic Training Majors.

In order to register for this course the student must

be active in the Athletic Training plan.

Credits: 2

Every Fall

SPS 146 Principles and Philosophy of Coaching I

A study of theory and methods of coaching in elementary, secondary schools and collegiate settings. A focus on administrative, organizational and interpersonal skills for potential coaches. The course will also address planning and teaching sports skills and strategies with recommendations concerning the mechanics of coaching.

Pre-requisite of SPS 21 or SPS 22 is required.

Credits: 3

Cross-Listings: PE 146, SPS 146

Every Spring

SPS 147 Concepts in Athletic Training

A presentation of the principles of prevention, recognition, and management of athletic injuries. Also included are pertinent administrative, psychosocial and pharmacological issues and an overview of the mechanics of injury, athletic equipment, and taping. Only open to Athletic Training students.

Student must be active in the Athletic Training plan in order to register for this course.

Credits: 2

Every Fall

SPS 148 Nutritional Aspects of Fitness and Sport

A study of the basic nutritional principles related to fitness and sport. Topics covered include the role of nutrients in physical performance, special concerns during exercise in the heat, and special dietary considerations related to endurance and non-endurance sports.

The pre-requisite of co-requisite of SPS/PE 152 and SPS/PE 156 are required or permission of the Division.

Credits: 3

Every Spring

SPS 149 Exercise and the Older Adult

This course is designed to provide students with the theoretical knowledge base concerning the human aging process and the effects of physical activity in the senior adult population. Physiological changes in the cardiopulmonary, musculoskeletal system, nervous system, and sensory systems will be discussed. Students will learn to adapt and modify exercises to accommodate the systemic changes in the older adult. Nutrition, pharmacological prescriptions and abuse, and promoting fitness for older adults. Students will learn how to perform fitness testing/assessments and lead exercise classes for the senior adult population. Lectures and laboratory activities.

The pre-requisites of SPS/PE 152 and SPS/PE 156 are required.

Credits: 3

Every Spring

SPS 150 Motor Learning and Development

This course provides students with a framework for understanding motor learning and development

and how they interact and effect each other. By understanding the factors that influence the development of motor skills across the life span, students will become better prepared to teach movement skills effectively at any chronological age and at any skill level.

The pre-requisite of SPS 21 is required.

Credits: 3

Cross-Listings: PE 150, SPS 150

Every Spring

SPS 151 Functional Kinesiology

The class explores the science of human motion from a neuromuscular perspective. Emphasis will be on the application of knowledge relative to the movements, vocabulary and training principles in health sciences. Areas of course emphasis will include: Functional anatomical review of the musculoskeletal system, review of muscle morphology and an examination of movement patterns and configurations.

BIO 137 must be taken as a Pre- or Co-Requisite

Credits: 3

Cross-Listings: PE 151, SPS 151

Every Fall and Spring

SPS 152 Exercise Physiology I

This course will consider the physiologic effects of exercise on the human body, covering topics such as bioenergetics, energy transfer and thermogenics. The effect of activating on several physiologic support systems (i.e. pulmonary, circulatory, neuromuscular, and hormonal) will be discussed in detail. This course is designated as the writing intensive course for Sports Sciences majors and fulfills the University's requirement for Writing Across the Curriculum.

The pre-requisite of BIO 137 or CHE 3X is required.

Credits: 3

Cross-Listings: PE 152, SPS 152

Every Fall

SPS 154 Adapted Physical Education I

This course provides students with an understanding of the physical, psychosocial and medical characteristics of people with various disabilities. Based on assessment, students learn to adapt exercise, physical activity and sports programs to the unique abilities, needs and preferences of each individual. In addition, students learn to analyze case studies and write individualized education plans (IEPs) in Adapted Physical Education. This course has an additional fee.

The pre-requisite of co-requisite of PE 151/SPS 151 is required.

Credits: 3

Cross-Listings: PE 154, SPS 154

Every Fall

SPS 156 Evaluation in Health and Fitness

This course combines measurement and evaluation, theory coupled with laboratory experiences in the physical assessment of health and fitness. The objective of this course is to provide the student

with a broad understanding of pre-participation screening, risk stratification and assessment of strength, muscular endurance, muscular power, body composition, and flexibility.

Credits: 3

Cross-Listings: PE 156, SPS 156

Every Fall and Spring

SPS 157 Fitness Evaluation for Athletic Performance

This course will provide students with a broad understanding of the evaluation of athletic ability. Through a combination of theory with actual measurement and evaluation, students will learn how to properly assess muscular strength, speed, agility, muscular power, body composition, flexibility and other attributes necessary for athletic competition.

Credits: 3

Every Fall and Spring

SPS 161 Health Coaching Certification Preparation

This course is designed to provide theoretical knowledge and practical skills in preparation for the well-recognized American Council of Exercise (ACE) national certification exam in Health Coaching. Topics include effective coach-to-client communication techniques, understanding behavioral, nutritional, and physiological sciences (particularly as they relate to the client with obesity), health screening and assessment, guidelines for designing and implementing safe and effective exercise, wellness, and health programs. In addition, students will learn about the legal professional responsibilities and roles of the health coach. This course requires additional fees

Credits: 3

Cross-Listings: HS 361, SPS 161

Every Fall

SPS 162 Introduction to Clinical Education in Athletic Training

This course is designed to introduce the athletic training student to the principles and practice of clinical skills involved in Athletic Training. Students will be assigned to a Preceptor at an approved clinical affiliation. The course is designed to acclimate the first year ATS to the clinical environment. Students will be introduced to injury evaluation process, organization and administration of an Athletic Training Facility, and begin to develop ethical and professional behaviors. Students will be required to complete a minimum of 100 hours at their assigned clinical site and attend all class meetings. Open only to Athletic Training majors.

The pre-requisite of SPS 142 is required.

Credits: 3

Every Fall

SPS 164 Field Experience

This course is an opportunity for students to apply knowledge and skills at an assigned field experience site according to their field of study, concentration

or minor. Each student will work closely with their site supervisor and faculty adviser to complete assignments. Students will be required to attend all classes and complete a minimum of 90 hours at their field experience site. This course requires additional hours other than the standard meeting times listed in the schedule of classes. This course has an additional fee.

The pre-requisite of SPS 263 is required.

Credits: 3

Every Fall, Spring and Summer

SPS 172 Clinical Assessment of the Lower Extremity

An advanced course in athletic training that addresses the recognition, evaluation, assessment and immediate care of musculoskeletal injuries. The focus is on-field and off-field evaluation of the lower extremity, abdomen and thorax. Lecture and laboratory experiences include palpation, range of motion assessment, muscle and special tests, neurological and vascular assessment, and immediate treatment of each body area. This course has an additional fee. Only open to Athletic Training majors.

The pre-requisite of BIO 137 is required and it is only open to Athletic Training majors.

Credits: 4

Every Fall

SPS 173 Clinical Assessment of the Head, Neck & Upper Extremity

An advanced course in athletic training that addresses the recognition, evaluation, assessment and immediate care of musculoskeletal injuries. The focus is on-field and off-field evaluation of the upper extremities, including the spine, head and face. Also various skin disorders and general medical conditions are explored. Lecture and laboratory experiences include palpation, range of motion assessment, muscle and special tests, neurological and vascular assessment, and immediate treatment of each body area. This course has an additional fee. Only open to Athletic Training majors.

The pre-requisites of SPS 172 and PHY 20 are required.

Credits: 4

Every Spring

SPS 174 Adapted Physical Education II

An advanced course in adapted physical education that emphasizes inclusive fitness programming for persons with disabilities. Assessing and conducting fitness programs and exercise for various individuals are emphasized.

The pre-requisite of SPS 154 is required.

Credits: 3

On Occasion

SPS 176 Introduction to Sport Management

Through learning activities, professional profiles, case studies and international examples, students gain a strong foundation in diverse areas in the field of sports management. This includes ethical,

and legal aspects of sports management, publicity and public relations, finance, critical thinking and sport management research. This will be accomplished through lectures, guest speakers and class discussions.

Credits: 3

Every Fall

SPS 177 Branding in Sports Culture

This course will walk students through the process of brand development and students will study several intriguing brands in today's sport marketplace. Students will learn how several brands were built, the impact a sport-marketing agency can have on a brand and how to promote brand awareness and attributes.

Credits: 3

Alternate Fall

SPS 178 Psychology of Women's Health and Physical Activity

This course takes an interdisciplinary approach to examining the social, cultural, political, and environmental influences on health and physical activity among women. In addition, the student will learn theoretical and philosophical perspectives on gender and physical activities. Contemporary issues related to women's health and physical activity from historical, psychological, and sociological perspectives will also be discussed.

Credits: 3

Every Fall

SPS 180 Sports Psychology

A review of the application of psychological concepts to the study of sports performance. Students learn how to create a positive environment for performance enhancement by incorporating such factors as motivation, concentration, relaxation, goal setting, athletic injury, recovery and mental imagery.

The pre-requisite of PSY 3 is required or permission of the Division.

Credits: 3

Every Spring

SPS 181 A Business Model of a NBA Franchise

This course will take a look behind the scenes of the Brooklyn Nets and Knicks. Students will review and critique their business models while learning a broad range of competencies including facility construction and management, building and crafting a championship franchise under the new collective bargaining constraints, marketing strategies and branding. Course includes class projects, visits to the NETS and Knicks arenas and corporate offices, lectures and distinguished speakers from professional sports.

Credits: 3

Alternate Spring

SPS 182 Exercise Physiology II

This course is designed to give students a theoretical and practical understanding of acute and chronic responses to exercise responses to

exercise in a variety of internal and external environments. Particular attention will be paid to advanced exercise physiology concepts. Special topics to be covered include, but not limited to electromyography, electrocardiography basics and interpretation, anaerobic and aerobic training responses, endothelial function, performance at altitude, and performance in diving. Applied laboratories and virtual laboratories will allow you to explore more specifically the physiological basis of performance and human response to training and conditioning. Open to students in the Exercise Physiology track or Athletic Training. Permission required of all other students.

The pre-requisite of SPS/PE 152 is required.

Credits: 3

Every Spring

SPS 186 Sport Facilities and Event Management

A study and systematic guide to the management issues and practical problems that sports managers must address to ensure financial, sporting and ethical success. The course will cover event and facility management, feasibility assessment, market research, event bidding and branding, risk analysis, contract and project management, corporate structure, budgeting as well as economic, social, community and environmental issues. The course will consist of both classroom and field experience. Students will be required to devote approximately 10 hours outside of class toward managing an on-campus NCAA Division I sports event. The students will be assigned a project that will require them to attend the event and all related functions, such as preparing the facility, managing ticket sales, promotions and marketing the event.

The pre-requisite of SPS 176 is required.

Credits: 3

Every Spring

SPS 189 Basic Biomechanics and Motion Analysis

This course will provide students with a fundamental understanding of mechanical principles and how those principles can be utilized to analyze human movement. Analysis of human movement with simple video, as well as 2 and 3-D motion capture and force platform technology will be introduced. The course will apply both qualitative and quantitative analysis of human movement to develop the student's observation and problem solving skills. Analysis of movement/sports skills, graphical presentation of kinematic and kinetic data, and simple projects will be conducted and presented in a laboratory setting. Students must spend an additional weekly hour in the motion capture lab. Information will be presented and evaluated in the classroom and laboratory.

The pre-requisites of SPS/PE 151 and PHY 20 are required.

Credits: 3

Every Spring

SPS 190 Neuroscience

This course will provide students with a basic

understanding of the nervous system anatomy, its structure, and its function in health and exercise. Each part of the nervous system, including the brain, the spinal cord and the peripheral nerves is presented through lectures and labs emphasizing both anatomy and physiology. This course has an additional fee.

Pre-requisite of BIO 131 is required.

Credits: 3

On Occasion

SPS 191 Leadership in Sport Management

This course examines the successful and powerful leadership methods of legendary coaches such as John Wooden and Mike Krzyzewski. Students learn how to put into practice their values, principles and lessons into the business of sport, including developing team culture, striving for personal excellence, improving productivity and building trust and relationships. Students will develop the skills to assess the strength of an organization as well as identify and address the areas of need and growth. The main topics of the course will include: communication, decision making, managing change, motivation, staffing and teamwork. Students will stay current with leadership and management issues in sports as reported in the New York Times, Sport Business Journal, USA Today, and other publications. Each week, we will discuss the application of reading assignments to breaking sports news stories. Guest speakers from the world of sports will be invited to share their leadership philosophy and experience with the class.

Credits: 3

Every Fall

SPS 192 Covering High-Profile Athletes and Sports: Challenges and Pitfalls

The triumphs and tragedies, the agonies and ecstasies of sports have been recorded in many autobiographies, memoirs, and biographies. But how trustworthy are the stories? What is the function of legends and myths in sport history? The course will explore these questions with special emphasis on American culture and the rise of such larger-than-life heroes as John L Sullivan, Ty Cobb, Babe Ruth, Jack Dempsey, Jim Thorpe, Jackie Robinson, Muhammad Ali, Larry Bird, and Michael Jordan.

Credits: 3

Every Fall

SPS 193 Exercise Training for Individuals With Parkinson's Disease

Through lecture and clinical study students will learn to design exercise training programs for individuals with Parkinson's disease in a group setting by implementing cardiovascular and resistance training to improve and maintain physical function and quality of life. Students will become familiar with the role of community-based support groups and how to build a relationship as health professionals with support group members.

Students will observe functional assessments of individuals with Parkinson performed by faculty and staff of the program and will learn about ethical and safety standards during evaluation and exercise. The lecture portion of the class will provide basic information about the causes, presentation, progression and treatment of Parkinson's disease with special emphasis on the role of exercise as non-medical treatment. The role of government funding and advocacy will also be considered for conditions like PD that require significant long-term financial, health, and socio-emotional support.

Credits: 3

Cross-Listings: HS 393, SPS 193

Every Fall and Spring

SPS 194 Senior Project

A culmination experience for students in Sports Sciences. With the approval of faculty, a student identifies and conducts an intensive review of a topic within his or her area of concentration. The student must submit a written project and orally defend the work at the end of the course.

Credits: 3

Every Fall, Spring and Summer

SPS 195 Culmination in Sports Sciences

This course will provide students with an opportunity to apply the knowledge, theory, techniques and skills they learned throughout their academic career as a sports science student in the Division of Athletic Training, Health and Exercise Science. Students will perform a functional and dynamic movement assessment and identify goals and objective. Students will be required to design an appropriate program for their client and develop a professional plan for the future. Students will be evaluated as to their expertise in areas of fitness health including, but not limited to, intake, assessment, program design, reassessment, analysis of results and presentation of results.

Pre-requisites of SPS 103 and either SPS 120 or 151 are required.

Credits: 3

Every Fall and Spring

SPS 197 Independent Study

Each student will work closely with a faculty member or clinical supervisor to complete a research project or clinical rotation. Students will be required to complete a minimum of 90 hours. This course requires additional hours other than the standard meeting times listed in the schedule of classes. This course has an additional fee.

Credits: 3

On Occasion

SPS 200 Sport Law

Professional and amateur sports have attained great importance both in America and internationally. concomitant with this growth is the growth and sophistication of business and legal issues. This class will provide an extensive overview of the legal principles and business models and rules governing

the sports industry and the legal controversies and policy considerations surrounding those rules. This class is not intended to be a law school class, but rather an application of legal concepts important for sports managers.

Five major themes are explored: (1) The law and internal regulations applicable to professional and amateur sports bodies. This involves a focus on the structure and powers of sports leagues, athletic federations, and the Olympic movement; (2) Contractual issues in professional and amateur sports, including sponsorship, endorsement, licensing and stadium signage and concessions; (3) The importance of antitrust and labor law; (4) Legal issues involving injury and risk management; and (5) Intellectual property and broadcast/Internet. Note that the ethical questions in sports decisions making will permeate throughout the class.

Though the law can explicitly require certain types of decisions, the role of ethics is far more subjective.

Credits: 3

Every Fall

SPS 202 Strategic Sport Communications

This course is designed to provide students a strategic, conceptual and technical understanding of the operations, career options and business of sports communication at all levels. Students will learn to analyze and apply the concepts and principles of sports communication to the management, marketing and operational goals of sport organizations. This will be accomplished through class lectures, writing assignments, guest speakers and final project.

Credits: 3

On Occasion

SPS 206 Customer Relations in Sport Management

Exceeding expectations rather than simply satisfying them is the cornerstone of the Disney approach to customer service. This course provides guidelines and best practices for providing excellent customer service for all levels of employees. Students will practice and learn the skills needed to attract, engage, and retain customers. Through practical application and exercises, students will learn the essential skills necessary to provide gold standard customer service and customer satisfaction.

Credits: 3

Every Fall

SPS 210 Personal Training Methods and Certification Preparation

Personal training methods and certification preparation will be designed to provide students with the essential knowledge and skills to become a successful personal trainer. Topics will include exercise physiology and biomechanics, fitness assessment, program design, nutritional assessment, proper weight management and professional development. This three-credit course will prepare students to sit for the National Academy of Sports

Medicine Personal Trainer Certification (NASM-CPT) exam. This credential is considered the gold standard in personal training and will make our students extremely marketable upon graduation.

Credits: 3

On Occasion

SPS 263 Practicum Experience

Opportunity for students to be involved in an applied working environment that may be related to their career interest. Working with an assigned faculty member, students must present a detailed outline of proposed practicum including learning objectives, activities and outcomes. Can be used as an internship type placement with an off-campus organization and/or at LIU under the auspices of a Division of Athletic Training, Health and Exercise Science faculty member. Students will begin to develop ethical and professional behaviors. Students will be required to attend all classes and complete a minimum of 60 hours at their assigned practicum site. This course requires additional hours other than the standard meeting times listed in the schedule of classes.

The pre-requisite of SPS/PE 156 is required.

Credits: 3

Every Fall, Spring and Summer

SPS 264 Field Experience

This course is an opportunity for students to apply knowledge and skills at an assigned field experience site according to their field of study, concentration or minor. Each student will work closely with their site supervisor and faculty adviser to complete assignments. Students will be required to attend all classes and complete a minimum of 90 hours at their field experience site. This course requires additional hours other than the standard meeting times listed in the schedule of classes. This course has an additional fee.

The pre-requisite of SPS 263 is required.

Credits: 3

Every Fall, Spring and Summer

SPS 265 Field Experience in Sports Management

This course is an opportunity for Sport Management students to gain practicum experience, apply classroom theory, refine skills and build a professional network in a Sport Management setting. Practical experience will be gained in a sport industry, including but not limited to marketing, sales, public relations, operations, event planning, and event management. Each student will work closely with their site supervisor and faculty adviser to complete assignments. Students will be required to attend all classes and complete a minimum of 90 hours at their field experience site. This course may require additional hours other than the standard meeting times listed in the schedule of classes.

Credits: 3

Every Semester

DIAGNOSTIC MEDICAL SONOGRAPHY PROGRAM

Associate Professor and Chair: Kerry E Weinberg
M.A., M.P.A., RT(R), RDMS, RDCS, FSDMS
Adjunct Faculty: 11

Sonography (DMS) uses high frequency sound waves (ultrasound) to produce a dynamic visual image of internal organs, tissues, or blood flow inside the body. It is a mode of non-invasive imaging that is widely used in medical practice. The DMS program is a Bachelor of Science program that builds skills in diagnostic imaging upon a strong liberal arts base. Students spend their first two years in the core courses of liberal arts and sciences with additional requirements in anatomy, physiology and physics, which are essential for this allied health profession. Students enter the professional phase of their education at the beginning of their third full time academic year. During the professional phase, the curriculum sequences didactic education, scanning laboratory experience in DMS with extensive clinical (hands-on) experience. Upon completion of the program, students will be eligible to take the American Registry of Diagnostic Medical Sonography (ARDMS) examination in three different concentrations (abdominal, obstetrics and gynecology and echocardiology [adult heart]) and will have access to clinic-based careers in diagnostic medical sonography in multiple specialties.

Admission to the DMS Program

Students will be admitted to the liberal arts and sciences core through the identical admissions process and with the same requirements as the institution.

During the fall of the sophomore year (after 45 credits) students will apply to the DMS professional program. All candidates must submit the following:

1. A DMS Program Application form, including a personal statement
2. Official transcripts of all undergraduate coursework

There will be one admission cycle per year.

The deadline for applications is March 15, applications will be reviewed until the class is full.

B.S., Diagnostic Medical Sonography

[Program Code 35443]

Graduation Requirements

Students must satisfy the Placement, Proficiency, Orientation and Core Curriculum criteria outlined in the Graduation Requirements section of this bulletin.

Core Curriculum requirements for this major are summarized below:

Core Seminar 3 credits

Humanities

English Composition 3 credits
English Literature 6 credits
Philosophy 6 credits
Foreign Language Not Required

Social Sciences

History 6 credits
Social Sciences 3 credits
(ANT, ECO, POL, PSY, SOC)

Science and Mathematics

Mathematics 3-4 credits
Science 8 credits
(BIO 3 and BIO 4)
(Grade C or greater required)

Communication, Visual & Performing Arts

Speech 3 credits
Visual & Performing Arts Not Required
(ART, DNC, MUS, THE)

Ancillary Course Requirements:

Must complete the following Biology courses.

BIO 137 Anatomy & Physiology I 3.00
BIO 138 Anatomy & Physiology II 3.00

Must complete the following Chemistry courses.

CHM 3 General and Inorganic Chemistry 4.00
CHM 3X General Chemistry 4.00

Must complete the following courses.

MTH 100 Introductory Statistics 3.00
PSY 150 Statistics in Psychology 3.00

Science Core Requirement Biology

BIO 3 General Biology 4.00
BIO 4 General Biology 4.00

Science Core Requirement Physics

PHY 20 The Physical Universe 4.00

Major Requirements

Professional Course Requirements

DMS 250 Diagnostic Medical Sonography 2.00
DMS 275 Abdominal Cross-Section Sonography 3.00
DMS 300 Abdominal Sonography I 3.00
DMS 310 Abdominal Sonography II 3.00
DMS 320 Echocardiography I 2.00
DMS 325 Echocardiography II 2.00
DMS 330 Obstetrics and Gynecology I 3.00
DMS 335 Obstetrics and Gynecology II 3.00
DMS 340 Clinical I 4.00

DMS 345 Clinical II 4.00
DMS 350 Sonographic Physics I 3.00
DMS 355 Sonographic Physics II 2.00
DMS 360 Superficial Structures and Neurosonography 2.00
DMS 380 Clinical Seminar 2.00
DMS 400 Abdominal Sonography III 2.00
DMS 420 Echocardiography III 2.00
DMS 425 Echocardiography IV 2.00
DMS 430 Obstetrics and Gynecology III 3.00
DMS 440 Clinical III 5.00
DMS 445 Clinical IV 7.00
DMS 470 Non-Invasive Vascular 2.00
DMS 480 Clinical Applications 3.00
DMS 485 Senior Seminar 2.00

Credit and GPA Requirements

Minimum Total Credits: 128

Minimum Liberal Arts and Sciences Credits: 64

Minimum Major Credits: 66 credits

Minimum Credits in Courses > 100 Level: 48

Ancillary Course Requirements: See Above

Minimum Science and Math GPA: 2.75

Minimum Overall GPA: 2.75

Diagnostic Medical Sonography Courses

DMS 250 Diagnostic Medical Sonography

This course uses class didactic instruction and laboratory experiences to prepare the student to become part of the healthcare team. Topics include: patient privacy and confidentiality; HIPAA regulations; sterile technique, blood and fluid precautions; body mechanics, lifts and transfers of patients; ergonomics: work related musculoskeletal disorders; introduction to ultrasound system operation as well as transducer care. Also included; verbal and nonverbal communication, time management and an overview of clinical requirements.

Student must be active in the Diagnostic Medical Sonography plan and must have completed all pre-requisites. Please see the Department for a list of required courses.

Credits: 2

Every Fall

DMS 275 Abdominal Cross-Section Sonography

This course introduces cross-sectional anatomy of the abdominal and retroperitoneal cavities. Emphasis is on normal structures visible on sonography. Structures are described in terms of their location and relationship between adjacent organs and vessels. The students will be able to identify normal sectional abdominal and retroperitoneal anatomy on sonographic images. Students will be introduced to scanning protocols. Laboratory sessions reinforce what has been covered in the sonographic didactic coursework in terms of sonographic terminology and emphasizes proper annotation, scanning techniques and instrumentation (including transducer location, image and scanning planes, image orientation) to optimally image the organs in the abdominal cavity. The importance of the prevention of musculoskeletal injuries (MSI) is stressed.

Student must be active in the Diagnostic Medical Sonography plan and must have completed all pre-requisites. Please see the Department for a list of required courses.

Credits: 3

Every Fall

DMS 300 Abdominal Sonography I

This course introduces the basic anatomy of the abdomen in conjunction with the corresponding sonographic images and imaging planes. Various diseases at different stages of progression of the abdominal organs are presented along with their sonographic presentation. Proper abdominal scanning protocols of the abdomen are covered.

Student must be active in the Diagnostic Medical Sonography plan and must have completed all pre-requisites. Please see the Department for a list of required courses.

Credits: 3

Every Fall

DMS 310 Abdominal Sonography II

The course introduces the cause and effect of the various disease states of organs, superficial structures and vessels in the abdomen and retroperitoneum. To accomplish this objective, general anatomy will be reviewed, the relationship of one organ system to another will be discussed, and the pathologic process of a disease will be traced including its clinical manifestation, relevant laboratory data, diagnostic tools used to evaluate the disease and its ultimate culmination. The course familiarizes the students with the sonographic images that are representative of the diseased and non-diseased states of the abdominal organs, superficial structures, muscular-skeletal structures and vasculature.

The following pre-requisites of DMS 250, 275, 300, 320, 330 and 350 are all required and the student must be active in the Diagnostic Medical Sonography plan.

Credits: 3

Every Spring

DMS 320 Echocardiography I

The course introduces sonographic terms, reference planes, anatomy, physiology and hemodynamics of the cardiovascular system along with the basics of electrocardiography (EKG) The heart and related structures seen on the M-mode and two-dimensional echocardiograms are presented. Discussion of abnormal/pathologic motion patterns and anatomy is correlated with the electrical timing of the heart. The laboratory sessions use hands-on training to teach echocardiographic scanning techniques, and proper care of the ultrasound equipment, patient positioning, and transducer placement. This course covers scanning techniques including transducer location, scan planes and image orientation as well as ultrasound instrumentation to optimally image the heart and related structures. Emphasis will also be placed on prevention of musculoskeletal injuries (MSI).

Student must be active in the Diagnostic Medical Sonography plan and must have completed all pre-requisites. Please see the Department for a list of required courses.

Credits: 2

Every Fall

DMS 325 Echocardiography II

Different methods of evaluation of heart diseases are presented, including EKG, stress testing, cardiac catheterization and abnormal heart sounds.

Valvular disease, prosthetic valves, pericardial disease, the disturbance of coronary blood flow and its effect on heart function is taught. In addition, Doppler principles and their use in the evaluation of valvular diseases will also be discussed. The laboratory sessions use hand-on training to reinforce proper ergonomics, cardiac scanning techniques, patient positioning and transducer placement. The use of instrumentation including

Doppler and color to optimize images for diagnosis will be stressed.

The following pre-requisites of DMS 250, 275, 300, 320, 330 and 350 are all required and the student must be active in the Diagnostic Medical Sonography plan.

Credits: 2

Every Spring

DMS 330 Obstetrics and Gynecology I

This course introduces sonographic terms, reference planes and the basic anatomy of the female pelvis in both the gravid and non-gravid states. The specific identification, interpretation and recording of the relevant sonographic images needed to provide correct diagnoses are presented. Proper protocols for performing pelvic ultrasound examinations and obstetrical exams are emphasized. Normal anatomy, some more common pathological states and vascularity of the gravid and non-gravid uterus, ovaries, adnexa, bladder and pelvic musculature, as well as the developing fetus is covered. How the aforementioned appear sonographically is included. The normal development of multiple gestations and potential pitfalls and pathological states is presented.

Student must be active in the Diagnostic Medical Sonography plan and must have completed all pre-requisites. Please see the Department for a list of required courses.

Credits: 3

Every Fall

DMS 335 Obstetrics and Gynecology II

The sonographic appearance of a gravid uterus in both the normal and pathological state as well as postpartum changes and maternal disease states is presented. Normal and abnormal fetal development will be studied. The course delves into embryonic development of the female genital system and congenital anomalies. The course covers infertility workups and procedures such as amniocentesis and chorionic villous sampling and the correlation with ultrasound. A review of normal pelvic anatomy will be discussed as well as pathological conditions associated with this region. Endovaginal scanning is introduced and sonographic imaging techniques stressed.

The following pre-requisites of DMS 250, 275, 300, 320, 330 and 350 are all required and the student must be active in the Diagnostic Medical Sonography plan.

Credits: 3

Every Spring

DMS 340 Clinical I

The actual clinical training consists of supervised hands-on work with patients, discussion of cases with sonographers and physicians and exposure to a variety of duties necessary to function in a clinical facility engaged in sonography/echocardiography. State of the art equipment from various manufacturers is available for student use providing a broad professional experience. Projects submitted

will consist of limited studies demonstrating understanding of proper sonographic examination protocols and patient history documentation. *The following pre-requisites of DMS 250, 275, 300, 320, 330 and 350 are all required and the student must be active in the Diagnostic Medical Sonography plan.*

Credits: 4

Every Spring

DMS 345 Clinical II

This course provides students with continued work experience in a hospital, clinical or other patient care setting. Students conduct sonographic examinations under direct and indirect supervision while continuing to improve their communication, professionalism and critical thinking skills.

Submitted projects will demonstrate increasing sonographic skills in terms of images, labeling and proper/optimal machine use.

The student must be in the Diagnostic Medical Sonography plan in order to register for this course.

Credits: 4

Every Summer

DMS 350 Sonographic Physics I

This course reviews mathematical skills necessary for the study of sonographic physics and defines basic concepts. The mathematical review includes unit conversions, scientific notation, the metric system, decimals, binary numbers and algebraic equations. The main focus of the course is on tissue properties and the interaction with sound waves, attenuation, impedance, reflection, refraction, scattering, TCG and gain settings. Transducer function and an introduction to transducer design are also included.

Student must be active in the Diagnostic Medical Sonography plan and must have completed all pre-requisites. Please see the Department for a list of required courses.

Credits: 3

Every Fall

DMS 355 Sonographic Physics II

This is course with an in-depth presentation of ultrasound machine components. Various types of instrumentation, the design and function of ultrasound imaging systems, the importance of sensitivity controls, transducer assembly, sound beams and focusing are thoroughly discussed. Transducer selection, comparison of transducer types and arrays, their advantages and disadvantages, biological effects and the AIUM testing objects are also covered.

The following pre-requisites of DMS 250, 275, 300, 320, 330 and 350 are all required and the student must be active in the Diagnostic Medical Sonography plan.

Credits: 2

Every Spring

DMS 360 Superficial Structures and Neurosonography

The student will be introduced to the normal

anatomy and the pathological conditions of the brain including intracranial hemorrhage, anatomical anomalies and infection sonographic structures of the neonatal brain and spine. The student will also be introduced to the care required for imaging the neonate, especially the premature infant. The student will be introduced to the methods of examination and the indications for use. Students will also be introduced to musculoskeletal scanning, thyroid and parathyroid sonographic evaluation. Additionally, the uses of transtrectal sonography, with emphasis on the prostate examination including normal anatomy and pathology. Indications for the use of the exam as well as the exam procedure are described.

The student must be in the Diagnostic Medical Sonography plan in order to register for this course.

Credits: 2

Every Fall

DMS 380 Clinical Seminar

Emphasis is placed on the medical imaging environment and its role in emergency hazard preparedness. The students will examine challenges that shaped the field of diagnostic medical sonography, history of sonography, professionalism, medical ethics and current topics to prepare them for a career in sonography/echocardiography.

The student must be in the Diagnostic Medical Sonography plan in order to register for this course.

Credits: 2

Every Summer

DMS 400 Abdominal Sonography III

The course provides an intensive overview of superficial organs, abdominal, retroperitoneal sonography integrating cross-sectional imaging, color flow and Doppler studies, clinical findings and sonographic presentation of normal and abnormal states. It focuses on case reviews, incorporating sonographic images with other diagnostic modalities for the final diagnoses.

The student must be in the Diagnostic Medical Sonography plan in order to register for this course.

Credits: 2

Every Fall

DMS 420 Echocardiography III

This course provides an in-depth use of Doppler, and includes alterations in the Doppler patterns in various disease states, and presents normal and abnormal Doppler values for pulsed wave, continuous wave and color Doppler along with spectral tracings. The student will also know the concept of flow disturbances, general principles for flow measurement and computations of pressure.

The student must be in the Diagnostic Medical Sonography plan in order to register for this course.

Credits: 2

Every Summer

DMS 425 Echocardiography IV

This course provides students with a comprehensive description of the etiology and epidemiology of the diseases affecting the heart and related structures.

Advanced techniques used to diagnose cardiac diseases, stress echocardiography, transesophageal, intraoperative echocardiography, intervention echocardiology, echo guided procedures, 3D, tissue Doppler imaging and the use of contrast medias will also be included.

The student must be in the Diagnostic Medical Sonography plan in order to register for this course.

Credits: 2

Every Fall

DMS 430 Obstetrics and Gynecology III

This course reinforces fetal growth and normal obstetrical anatomy. Fetal assessment in the second and third trimester with emphasis on fetal structural abnormalities, genetic abnormalities and syndromes is presented. Clinical findings, sonographic presentation, color flow and Doppler studies and the use of 3D and 4D are also covered.

The student must be in the Diagnostic Medical Sonography plan in order to register for this course.

Credits: 3

Every Fall

DMS 440 Clinical III

This internship gives the student the opportunity to communicate effectively and cogently with physicians, sonographers and patients. In a hospital setting, students perform Doppler evaluation of abdominopelvic vessels as well as Doppler studies of the heart. The student should be able to do full color and spectral analysis. The student must be working with limited supervision at this point and doing outside reading to further their knowledge. Fuller studies are to be completed and documented properly.

The student must be in the Diagnostic Medical Sonography plan in order to register for this course.

Credits: 5

Every Fall

DMS 445 Clinical IV

The clinical experience enables the student to perform sonographic studies on patients and the student must be working independently at this point and doing outside reading to further their knowledge. Full studies are to be completed and documented properly. The student should be concentrating on increasing their speed, accuracy and technical ability. The student is expected to perform Doppler evaluation of abdominopelvic vessels as well as Doppler studies of the heart. The student should be able to do full color and spectral analysis. The student should be familiar with adjunct imaging modalities (i.e. MRI, CT, X-ray, etc.)

The student must be in the Diagnostic Medical Sonography plan in order to register for this course.

Credits: 7

Every Spring

DMS 470 Non-Invasive Vascular

This course introduces the students to the basic principles underlying the Doppler examination and clinical applications using color and spectral

Doppler techniques for venous and arterial circulation of the lower extremity, extremity and extracranial circulation of the brain. The student will also distinguish normal and pathological situations by the use of Doppler and color.

The student must be in the Diagnostic Medical Sonography plan in order to register for this course.

Credits: 2

Every Summer

DMS 480 Clinical Applications

This course reinforces the student's ability to improve their interpretation skills in OB/GYN, Abdominal sonography and Echocardiography by the use of image review and case studies. Students are expected to review and enrich their classroom work by incorporating their communication and critical thinking skills and practical knowledge by means of case studies and journal article presentations. Students are also required to go online to review CME articles and take the CME tests.

The student must be in the Diagnostic Medical Sonography plan in order to register for this course.

Credits: 3

Every Spring

DMS 485 Senior Seminar

This course prepares the student for a career in sonography by reinforcing interviewing skills, resume writing, communication skills, technical writing. In addition students will review computerized test taking skills required for their national credentialing examination, and exposing them to mechanisms to keep current in advances in sonography, professionalism, and emergency preparedness.

The student must be in the Diagnostic Medical Sonography plan in order to register for this course.

Credits: 2

Every Spring

DEPARTMENT OF OCCUPATIONAL THERAPY

Academic Fieldwork Coordinators: Dale Coffin, M.S., OTR/L, Assistant Professor; Michelle Collins, M.S., OTR/L

Associate Professors: Michael Saraceno, M.A., OTR/L, CHT; Doris Obler, Ph.D. M.S.W., OTR/L
Assistant Professors: Marta Daly, MA, OTR/L; Lisa Gordon-Handler, MA, Ph.D., OTR; Keith Peterson, DPT to Assistant Professors;
Evening/Weekend Program Coordinators: Holly Wasserman, M.S. OTR/L Associate Professor
Adjunct Faculty: 17

The Occupational Therapy Program offers a dual B.S./M.S. degree. It is designed to educate entry-level occupational therapists whose skills and training prepare them to practice competently in the rapidly changing urban health care environment and to equip patients and clients with skills for the workplace and for home. The occupational therapy curriculum offers students the opportunity to focus on individual professional growth, to participate in community-service learning, to refine cultural sensitivity and practice skills, to use health promotion in community settings, to utilize activity to promote health and independence, and to develop the skills required to treat the whole person.

The Occupational Therapy Program is approved by the New York State Education Department and the Accreditation Council for Occupational Therapy Education. Occupational therapy is an upper-division professional program, spanning three years of full-time professional academic courses and clinical work that is integrated with several community-service learning experiences. The professional phase of the program also may be completed on a part-time basis over four years. Students must complete the liberal arts and sciences core curriculum, which offers a rich base of sciences, humanities and social sciences, before entering the professional phase of the program; a minimum of 64 credits in the liberal arts and sciences for the baccalaureate degree are required.

Occupational therapy is a vital health-care and rehabilitation profession whose practitioners help clients to develop or restore and sustain the highest quality of productive life to persons recovering from illness or injury. Occupational therapy is the therapeutic use of self-care, work/productive tasks and play/leisure activities to increase independent function, enhance development and prevent disability. The term occupation refers to activities that are meaningful to the individual within the environments in which the person lives and functions. Occupational therapy promotes healthy lifestyles, prevents disability and facilitates active participation through occupation. It includes adapting tasks and the environment to maximize independence and quality of life. Occupational therapists help people adapt to changes resulting

from disability and the aging process, focus on illness and injury prevention, and promote healthy and satisfying lifestyles for people of all ages.

Our faculty is actively involved in promoting community health and wellness through funded research and programs assisting people to achieve their highest level of functioning within the context of their own communities. Our students are involved in these activities as part of their training since their first year in our program. Using a variety of teaching methods and the integration of technology in the coursework, our students develop a comprehensive understanding of practice and build their research skills. Embedded in our curriculum are activities that enhance students' communication and critical thinking skills contributing to personal and professional growth. Our students are prepared for successful clinical careers and leadership roles within their professional community.

ADMISSIONS

Our program presents an excellent opportunity for high school students who want to pursue a degree in occupational therapy. High school students can complete a B.S./M.S. degree in Occupational Therapy in 5 years (2 years for the completion of the pre-requisites and 3 years for the professional phase of the program). Our program also presents a great opportunity for college students and college graduates with a degree in another field who want to pursue a career in occupational therapy.

Students seeking the entrance into health and human service professions should be aware that the presence of a criminal record can result in the refusal of licensing/certification/registration agencies to issue the credential needed to practice in the field of study. Prospective students are urged to contact the pertinent state and/or federal licensing board to inquire whether a criminal record will have an impact on your eligibility to obtain licensure or certification. A criminal conviction and/or the use of illegal drugs may impede licensure in New York State. Students who have had a prior conviction are advised to contact NBCOT (www.nbcot.org) for clearance before beginning their academic program. For a fee, NBCOT will review the circumstances which led to a conviction and the individual's personal record and render a decision concerning whether or not the individual would qualify to work as an occupational therapist.

Application Policies and Procedures

Both high school graduates and college transfer students may apply for admission to the Occupational Therapy Program, to which the following criteria apply:

Application Process for High School Students:

Students must have a minimum high school average of 85 and a minimum combined Scholastic Aptitude Test score of 1000 to apply as a pre-occupational therapy candidate. They need to apply using the LIU main application system from our Admissions office:

www.liu.edu/Brooklyn/Admissions. Upon acceptance students need to complete 64 pre-requisites and then apply for the professional phase of the program (please see details below). In order to maintain status as a pre-occupational therapy candidate and to apply to the professional phase of the program, students must maintain a minimum cumulative grade-point average of **3.0 in liberal arts and sciences courses. Grades below a C - are not acceptable in prerequisite courses.** Please note that LIU pre-occupational therapy students do not automatically enter the professional phase of the program. All students go through the application and selection process outlined below.

Application and Selection Process for College Students and Graduates:

The Department of Occupational Therapy accepts transfer students with or without a degree. Pre-OT and/or other majors (LIU) students can apply directly to the Department of OT at LIU (no OTCAS application is necessary). All students are required to submit 3 recommendation letters, personal statement, verification of a minimum of 50 hours of observation or volunteer work with a licensed occupational therapist; 50 hours is the minimum requirement and should be completed by the application deadline. It is recommended that candidates engage in more than the minimum hours and in more than one setting. Admission application and reference letter forms can be obtained from the OT Department (*2nd Floor, Pratts Building, Room 224, 718-780-4508*).00000

Transfer students need to apply via the OTCAS system: www.otcas.org. If you choose this system you do not need any additional applications or documents other than what the OTCAS requires. Please follow the directions that the OTCAS system provides and complete their on-line application. Our department has direct access to those records.

1. Students are required to provide the following items when submitting their application, or your application cannot be processed.
 - 3 letters of recommendation
 - Your application will not be considered complete until all three reference letters are on file with OTCAS by the deadline
 - We REQUEST that letters of recommendation be completed by people who know you well; for example, college professors, academic counselors, and/or employers and by at least one occupational therapist.
 - Personal Statement
 - In your personal statement explain your career goals, your interest in occupational therapy, past work/volunteer experience that is relevant, and if there is a specialized area of occupational therapy that interests you most. You may also wish to describe your experience with illness and disability, whether the experience is your own or that of a family member or close friend.

- Verification of a minimum of 50 hours of volunteer work with a licensed occupational therapist. 50 hours is the minimum requirement and should be completed by the application deadline. It is recommended that candidates engage in more than the minimum hours and in more than one setting. We are requiring that verification of these hours are provided. OTCAS has a function that allows applicants to have their hours verified by either uploading a document or electronically requesting verification from the OT. Please make sure verification is submitted for all hours for consideration.

Curriculum Vitae

INTERVIEW

2. Due the competitive nature of the program, unfortunately, only eligible students will be invited for an interview. The following criteria will be considered to determine eligibility for an interview:

- Meeting application deadline with a verified application
- Cumulative GPA as well as Science GPA
- Volunteer experience and extracurricular activities
- Writing competency (personal statement, curriculum vitae)
- Letters of recommendation

The Department of Occupational Therapy publishes the application deadline on the website. All students accepted begin the program in the fall semester of each academic year. All prerequisite courses and volunteer work **must** be completed prior to entering the program in September. We encourage students to meet with faculty in the Department of Occupational Therapy to prepare their application and to make sure that prerequisites are completed.

Pre-requisites

College students wishing to transfer into the professional phase of the program must have a minimum cumulative grade point average of **3.0**. A **3.0** minimum cumulative grade point average is also required in both liberal arts and sciences courses. An **average GPA of 3.0** in the four biology pre-requisite courses is preferred (BIO 3, 4, 131 or 137, 13 or 138). Science grades more than 10 years old are not acceptable. Official transcripts from all colleges and universities attended are required.

Below are the prerequisite courses for current LIU students, LIU graduates, and transfer students from other colleges/universities:

Prerequisite Courses for LIU Students and Transfer Students Without a Degree

Biology (with lab)	(Bio 1 or 3, 2 or 4)	8 credits
Anatomy (with lab)	(Bio 131 or Bio 137)	4 credits
Physiology	(Bio 132 or Bio 138)	3 credits

Finite Math	(Math 16)	3 credits
Statistics	(Math 100, Psy 150)	3 credits
General Psychology	(Psy 3)	3 credits
Developmental Psychology	(Psy 107)	3 credits
Abnormal Psychology	(Psy 110)	3 credits
English Composition	(Eng 16)	3 credits
Core Seminar	(formerly Eng 17)	3 credits
English Literature	(Eng 61-64)	6 credits
Intro Sociology or Anthropology		3 credits
History	(His 1, 2)	6 credits
Philosophy	(Phil 61, 62)	6 credits
Oral Communication	(Spe 3)	3 credits
Liberal Arts		4 credits

***64 credits**

* Each Applicant is required to complete an additional 4 credits of *Liberal Arts or Science* course work and will accept OS 1 for **one** credit and 3 credits from an elective course. Computer Science, Education, and Physical Education courses are **not acceptable** for completion of the Liberal Arts and Science requirement. The total # of prerequisite credits required for graduation is *** 64 credits**. All prerequisite course work must be completed prior to initiation of professional phase course work.

Prerequisite Courses for LIU Graduates and Transfer Students With a Degree (Associate or Bachelor Degree)

General Biology (with lab)		8 credits
Anatomy (with lab)		4 credits
Physiology		3 credits
Algebra		3 credits
Statistics		3 credits
General Psychology		3 credits
Developmental Psychology		3 credits
Abnormal Psychology		3 credits
English Composition and/or Literature		6 credits

Intro Sociology or Anthropology 3 credits

***39 credits**

*The total prerequisite credit requirement for entry into the program is ***64 credits**. Completion of the 25 additional required prerequisite credits of Liberal Arts or Science course work must be evident on your transcript. Computer Science, Education, and Physical Education courses are not acceptable for completion of the Liberal Arts and Science requirement. All prerequisite course work must be completed prior to initiation of professional phase course work.

For more information about our program visit our website:

www.liu.edu/Brooklyn/Academics/Schools/SHP/Dept/Occupational-Therapy

Academic Standards

Once accepted into the Occupational Therapy Program, students must maintain a cumulative professional-phase grade point average of at least 3.0 each semester. Students also must meet standards of professional behavior with faculty, peers and clinical instructors. Upon completion of the curriculum, students are awarded a dual Bachelor of Science/Master of Science Degree in Occupational Therapy and are eligible to take the NBCOT exam.

Occupational Therapy Curriculum

The Occupational Therapy Program curriculum includes 122 credits in the professional phase of the program. Occupational therapy course offerings provide 23 credits of basic and medical science classes, 82 credits in occupational therapy theory and practice, and 17 credits of clinical education.

The developmental nature of our curriculum allows students to be introduced, practice and master, core competencies pertaining to the clinical practice of Occupational Therapy. The curriculum is brought to life through organizing strands, which serve to infuse the mission and philosophy of the program into each course. The courses are organized into sequences that aim to gradually enable students' learning and professional competency.

The organizing strands for the curriculum are:

1. Clinical reasoning/evidence-based practice/research
 2. Engagement in meaningful occupation
 3. Health promotion, prevention and wellness
 4. Professional socialization/community service
- The occupational therapy program will allow you to:

- Focus on your individual professional growth and development
- Participate in community service learning
- Enhance cultural sensitivity and practice skills
- Use health promotion in community settings
- Develop skills to treat the whole person including physical, cognitive and psychosocial needs
- Use purposeful activity to promote health and

independence

- Prepare for a successful career and leadership roles within the Occupational Therapy profession.

Students spend their first year completing 72 hours of community service that introduces them to service learning experiences related to life-span development and understanding of occupations. During the second of the curriculum students participate in an enriched clinical component (Fieldwork I) that includes several supervised part-time experiences with clients and patients of all ages, located in a variety of medical, educational and community-based organizations. In the third year, students participate for seven months in full-time fieldwork (Fieldwork II) that includes 3 rotations of 8-10 or 12 weeks in a variety of clinical, educational, or community settings (focus is on: mental health, physical disabilities, pediatrics). Students also have the unique opportunity to design and implement a four-credit research project in which they conduct a faculty mentored research project.

Community Service

Students will be prepared to ultimately work in the urban environment, which presents unique challenges to health care provision. Consistent with the mission of LIU Brooklyn to provide service to the community, occupational therapy students will participate in the Common Ground, a unique community service-learning program sponsored by the university. The curriculum emphasizes the importance of community service learning, cultural competence and the relationship of the environment to health and illness. It is critical that students have early and consistent exposure to the community facilitated through developmental learning activities. The community-based learning experiences will foster a deep appreciation of the broad spectrum of social, cultural, political, and economic forces that shape this environment and influence the individual in his/her daily activities and valued occupations.

During the course of the curriculum, students will have three placements in the community, and will participate in a capstone project in which they will develop a research project that promotes occupational therapy in a community setting or emerging practice area. This project will contribute to the goal of the occupational therapy educational program to prepare students who can effectively work in traditional and nontraditional settings (including health, social, and community agencies addressing health promotion, disease prevention and rehabilitation needs).

Fieldwork Education

Clinical practice constitutes an integral part of the course of study. It provides an excellent opportunity for students to acclimate themselves to the health care setting, practice selected aspects of occupational therapy, observe various types of health care settings, and develop your professional competence.

The clinical practice component begins with a

ten week clinical experience in the fall of the second professional year. The following clinical practice experiences gradually become more demanding and varied in nature. The program concludes in clinical internships with a minimum of 28 weeks in the fall/spring/summer semesters of your final graduate year at LIU Brooklyn (at which time students will be responsible for providing all occupational therapy services to their own caseload, under the supervision of licensed occupational therapists).

Many of our clinical/field experience affiliates now require the completion of criminal background checks and/or drug testing for employees, volunteers and students affiliated with the site. Therefore, the LIU Brooklyn students who plan to participate in a clinical/field experience may be asked to undergo a criminal background check and/or drug screen. A criminal conviction and/or the use of illegal drugs may impede or bar your entry into your chosen field of study. Students desiring entrance into the School of Health Professions should be aware that our clinical/field affiliates can reject or remove a student from the site if criminal record is discovered or if a drug test is positive. In the event that a student is rejected from a clinical/field site due to information contained in the criminal background check, or drug screen, you may be unable to complete a required clinical/field experience. If you are unable to complete program requirements, you may be advised to withdraw from the program.

Accreditation

The Occupational Therapy program is accredited by the Accreditation Council for Occupational Therapy Education (ACOTE) of the American Occupational Therapy Association (AOTA) located at 4720 Montgomery Lane, P.O. Box 31220, Bethesda, MD 20824-1220; (301) 652-AOTA. The program is registered with the New York State Education Department. Graduates will be eligible to sit for the national certification examination by the National Board for Certification in Occupational Therapy (NBCOT). After successful completion of that examination, the individual will be an Occupational Therapist Registered (OTR). Most states require licensure in order to practice; however, state licenses are usually based on the results of the NBCOT Certification Examination.

B.S./M.S. in Occupational Therapy

B.S. / M.S., Occupational Therapy

[Program Code: 21843]

Graduation Requirements

Students must satisfy the Placement, Proficiency, Orientation and Core Curriculum criteria outlined in the Graduation Requirements section of this bulletin.

Core Curriculum requirements for this major are summarized below:

Core Seminar	3 credits
Humanities	
English Composition	3 credits
English Literature	6 credits
Philosophy	6 credits
Foreign Language	Not Required
Social Sciences	
History	6 credits
Psychology	3 credits
Social Sciences (ANT, SOC)	3 credits
Science and Mathematics	
Mathematics	3 credits
Laboratory Science	7-8 credits
Communication, Visual & Performing Arts	
Communication	3 credits
Visual & Performing Arts (ART, DNC, MUS, THE)	Not Required

Ancillary Requirements: Must complete both courses

PSY 107	Developmental Psychology I	3.00
PSY 110	Abnormal Psychology	3.00

Must complete one of the following courses

MTH 100	Introductory Statistics	3.00
PSY 150	Statistics in Psychology	3.00

Occupational Therapy Pre-Professional Science Requirements

Choose 1 of the following:

BIO 131	Human Anatomy	4.00
BIO 137	Anatomy and Physiology I	4.00

Choose 1 of the following:

BIO 132	Human Physiology	3.00
BIO 138	Anatomy and Physiology II	4.00

Occupational Therapy Professional Phase Requirements

Occupational Therapy Professional Phase Year 1 Requirements

OT 100	Introduction to Occupational Therapy	2.00
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OT 106	Therapeutic Skills 1: Interpersonal Skills	2.00	OT 215	Fieldwork Level I: Physical Disability Practice: Adolescents and Adults	1.00	OT 716	Professional Development 6: OT Student Clinical Experience	1.00
OT 110	Human Development and Occupation 1: Pediatrics	3.00	OT 303	Skills for Living 3: Self Care	3.00	OT 820	Theory 8: Community Practice Research Project	4.00
OT 111	Human Development and Occupation 2: Adolescence/Adults	2.00	OT 306	Therapeutic Skills 3: Teamwork and Leadership	2.00	Credit and GPA Requirements		
OT 112	Human Development and Occupation 3: Geriatrics	2.00	OT 320	Theory 3: Comprehensive Models and Mental Health Sets of Guidelines for Practice	4.00	Minimum Total Credits: 150		
OT 119	Anatomy - Kinesiology	5.00	OT 330	Practice 1: Mental Health - Adolescents, Adults and Geriatrics	5.00	Minimum Liberal Arts and Sciences Credits: 64		
OT 120	Theory 1: Introduction	2.00	OT 420	Theory 4: Physical Disabilities Sets of Guidelines for Practice	5.00	Minimum Major Credits Undergraduate: 84		
OT 121	Medical Conditions 1: Physical Disabilities in Adolescents, Adults and Geriatrics	3.00	OT 430	Practice 2: Neurorehabilitation Adolescents, Adults and Geriatrics	5.00	Minimum Major Credits Graduate: 33		
OT 129	Kinesiology 2	4.00	OT 431	Practice 3: Orthopedic Rehabilitation and Orthotics: Adolescents Adults and Geriatrics	4.00	Minimum Credits of Courses > 100 Level: 48		
OT 140	Neuroscience	5.00	OT 432	Practice 4: Medical and Surgical Rehabilitation: Adolescents Adult and Geriatrics	2.00	Ancillary Course Requirements: See Above		
OT 201	Professional Development 1: Occupational Therapy Student Academic Experience	2.00	OT 506	Therapeutic Skills 5: Technology and Assistive Devices	2.00	Minimum Major GPA: 3.0		
OT 202	Professional Development 2: Communication Skills	1.00	OT 520	OT 533	OT 620	Minimum Overall GPA: 3.0		
OT 203	Professional Development 3: Advocacy and Disability Perspectives	1.00	OT 533	OT 620	OT 720			
OT 206	Therapeutic Skills 2: Group Process	3.00	OT 620	OT 720	OT			
OT 220	Theory 2: Learning Theories Applied to Practice	2.00	OT 720	OT	OT			
OT 301	Skills for Living 1: Play and Leisure	3.00	OT	OT	OT			
OT 302	Skills for Living 2: Work	3.00	OT	OT	OT			
Occupational Therapy Professional Phase Year 2 Requirements			Occupational Therapy Professional Phase Year 3 Requirements					
OT 122	Medical Conditions 2: Mental Health in Adolescents, Adults and Geriatrics	3.00	OT 507	Therapeutic Skills 6: Organization & Administration	3.00			
OT 200	Fieldwork Level I: Geriatric Practice	1.00	OT 510	Level II: Fieldwork I	5.00			
OT 205	Professional Development 5: Health Promotion	1.00	OT 511	Level II: Fieldwork II	5.00			
OT 210	Fieldwork Level I: Mental Health Practice: Adolescents and Adults	1.00	OT 512	Level II: Fieldwork III	4.00			
			OT 513	Level II: Fieldwork IV (Elective)	2.00-4.00			
			OT 530	Practice 5: Pediatrics	5.00			
			OT 535	Fieldwork Level I: Practice 3: Pediatrics	1.00			

Occupational Therapy Courses

OT 100 Introduction to Occupational Therapy

Introduction to the profession of occupational therapy including the history, philosophy, knowledge, skills and attitudes reflective of past, current and future practice. The course content introduces students to the nature of theory and the evolution of the profession related to practice, standards of practice, core values and attitudes, ethical and legal issues, roles and tasks of occupational therapists and certified occupational therapy assistants, the organizational structure of the professional association and accreditation and credentialing bodies and international resources. Trends are examined in health care and models of practice including wellness and health maintenance and health promotion in the context of social, economic, political, demographic and cultural factors that influence the delivery of services are addressed.

The pre-requisites of PSY 107, 110 and COS 50 are required.

Credits: 2

Every Fall

OT 106 Therapeutic Skills 1: Interpersonal Skills

This course will introduce the students to professional interpersonal skills and techniques used by Occupational Therapists across treatment settings and age groups. Students will both learn and practice skills including: therapeutic use of self, interviewing/counseling skills, assertive professional communication and therapeutic interaction. Students will begin to appreciate factors relevant to disability perspectives, cultural sensitivity, client-centered care and advocacy. Students will develop in their identity as a "Helping Professional" and will show sensitivity when using new interpersonal skills in the experiential setting.

Prerequisites: PSY 107 and 110, 1 Sociology or Anthropology course and Admissions to the OT program.

The pre-requisites of PSY 107 and 110; one Sociology or Anthropology course; and Admissions to the OT program are required.

Credits: 2

Every Fall

OT 110 Human Development and Occupation 1: Pediatrics

This course focuses on bio-psycho-social development from infancy through childhood. Concepts and theories of typical human growth and development across the life span will be presented as a context for understanding behavior and occupation. Age related occupations in infancy and childhood will be examined in the context of developmental theories. Current research findings will be integrated in the course to inform occupational therapists about human growth and development in sensory, motor, cognitive and psychosocial domains. Factors influencing growth

and development including the family, the social and physical environment, daily life experience, and the unique individual characteristics of the child will be incorporated throughout the course. The role of the occupational therapist in prevention and promotion of health and well being with pediatric populations will be introduced. Through volunteer work in a community service agency, students will have opportunities to develop observation and interaction skills with children in a naturalistic setting. A comprehensive understanding of childhood occupations is achieved through class activities and community service. Community service and course assignments also provide the opportunity for students to link classroom learning to both home and community practice settings.

The pre-requisites of PSY 107, PSY 110 and admissions to the OT program are required.

Credits: 3

Every Fall

OT 111 Human Development and Occupation 2: Adolescence/Adults

This course addresses human growth and development for adolescents and adults in the areas of neurosensory, motor, visual, perceptual, cognitive, physical, physiological and psychosocial skills. Principles of health promotion and disability prevention and the influences of culture and diversity are examined as they interface with the age-related needs and risks of this cohort. Students will examine the influence age-related life stages and development on occupations within the framework of performance skills and patterns and contexts. Students will be exposed to current research protocols and findings related to adolescents/adults development and their relationship to occupations and healthy lifestyle. This course is coupled with a community service learning experience in which students have the opportunity to integrate course content through lectures, seminar discussions, and community service experiences. Students also examine designated cultures and health related issues in depth using a problem based learning (PBL) approach.

The pre-requisite of OT 110 is required.

Credits: 2

Every Spring

OT 112 Human Development and Occupation 3: Geriatrics

Human development and occupation for elders is the core interest of this course. Development in the areas of sensory, motor, perceptual, physical, cognitive, physiological and psychosocial skills is examined. Principles of health promotion, disease prevention and the influences of culture and diversity are examined in depth. Assignments and community service experiences integrated in this course examine the role of age-related occupations on maturity, aging, death and dying, quality of life, and well-being. The course integrates performance skills, patterns and contexts as key factors in understanding changing occupational roles and the

process of adaptation in elders.

The pre-requisite of OT 111 is required.

Credits: 2

Every Summer

OT 119 Anatomy - Kinesiology

This course is an in depth study of the human body structure, functions and abnormal motion, with emphasis on the neuro-musculoskeletal systems. Structural interrelationships shall be examined as the basis for normal functions and as a means to understand structural and functional dysfunctions of body structures that affect body functions and occupational performance. The course facilitates students' understanding of neuro-motor substrates of human performance skills required to participate in meaningful occupations. Directed laboratory experiences are comprised of cadaver dissection, study of skeletal materials and anatomical models, surface anatomy, palpation, joint, and muscle function as well computer-assisted learning and video-tape presentation. Students obtain the background knowledge that assists them to understand, analyze and interpret neuro-motor body structures and functions that hinder occupational performance. All students must participate in cadaver dissection lab.

Pre-requisite of OT 140 is required.

Credits: 5

Every Spring

OT 120 Theory 1: Introduction

This course will provide the opportunity for students to learn about the theoretical foundations of the profession. Students will examine how theoretical information largely developed by the disciplines is used to support the development of (a) sets of guidelines for occupational therapy practice and (b) screening and assessment tools. Both non-occupational therapy theories and occupational therapy theories will be explored. Students will also learn how to read, critique, interpret and summarize research (basic and applied) regarding the reliability and validity of theories, and the effectiveness of guidelines for occupational therapy practice and screening assessment tools. The course has a writing intensive component in which students develop professional writing skills related to documenting evidence for practice. Language structure, format and argument development are emphasized. Students complete progressive assignments that are gradually revised using the professor's feedback, the assistance of writing tutors, and the use of googledocs. Finally students are introduced to clinical reasoning and decision making skills by assessing a client's occupational role dysfunction identify the impact of cultural, socioeconomic and political factors on their disability and determine an appropriate theoretically based OT intervention. Opportunities to practice clinical reasoning, professional writing and decision making skills are provided through case studies, media (e.g., books, film, and video) and scientific literature.

The pre-requisite of OT 100 and 201 are required.
Student must be admitted into the Occupational Therapy Program

Credits: 2

Every Spring

OT 121 Medical Conditions 1: Physical Disabilities in Adolescents, Adults and Geriatrics

This course is a study of the medical, neurological, and orthopedic conditions that commonly occur during the life span of adolescents, adults, and the elderly. An understanding of the etiology, pathology, signs and symptoms, treatment, psychosocial issues, and prognosis of common conditions and diseases are promoted. The influence of culture, diversity, environmental context, and the impact of occupation and health promotion are considered.

The co-requisites of OT 129 and 112 are required.

The pre-requisite of OT 119 is required.

Credits: 3

Every Summer

OT 122 Medical Conditions 2: Mental Health in Adolescents, Adults and Geriatrics

This course presents an overview of the medical, neurological and psychiatric conditions which commonly occur during the life span of adolescents, adults and the elderly, building upon prior course work in the basic science curriculum and growth and development. Students develop an understanding of medical and psychiatric conditions, the etiology, signs, symptoms and prognosis. Implication for the person's occupational roles and performance are examined. Occupational therapy practice is discussed with focus on the process of screening, assessment, treatment and reassessment. In addition, the influence of culture, ethnicity, health care policies and gender and its impact on occupation and health promotion are examined across the life span.

The pre-requisite of OT 112 is required. The co-requisite of OT 320 is required.

Credits: 3

Every Fall

OT 129 Kinesiology 2

This lecture/lab course provides an introduction to the analysis of the human motion. It includes the study of muscle function and biomechanics of the human body. The course content integrates principles of kinesiology with muscle testing and goniometry. Changes in movement patterns across the life span are included. It provides didactic and practical experience with examination of movement principles. The impact of biomechanics on functional performance is also discussed. Students learn to apply principles of kinesiology, muscle testing and goniometry in clinical cases.

The pre-requisite of OT 119 is required.

Credits: 4

Every Summer

OT 140 Neuroscience

This course provides students with an

understanding of the neuroanatomical and neurophysiologic substrates of normal and abnormal human behavior. The study of cortical and subcortical anatomy and physiology includes: cranial and peripheral nerves; the ventricular system; vascular brain anatomy; the neuron and neural activity; neurotransmitters, enzymes, and other neurochemicals; the autonomic nervous system; spinal cord tracts; and proprioceptors (muscle spindles and golgi tendon organs). The neuroanatomical and physiologic functions of special senses include: the vestibular system, vision, audition, olfaction, gustation, and proprioception. The neurologic substrates of motor control, stress/emotions/motivation, learning and memory, the aging of the brain, and neuroplasticity is also reviewed. Students will learn to use their knowledge of neuroanatomical and physiologic functions of the central nervous system (CNS) to understand CNS disease, dysfunction, and injury (e.g., spinal cord injury, traumatic brain injury, schizophrenia, coma, Parkinson's, sensory integrative disorders). Students will also use their knowledge of neuroanatomy and physiology to begin to understand the neurologic theories underlying specific occupational therapy practices (e.g., NDT - Neurodevelopmental Treatment, PNF - Proprioceptive Neuromuscular Facilitation, SI - Sensory Integration, and splinting and casting). Lab will provide the opportunities for students to directly examine human brain specimens, practice clinical neurologic exams, and develop clinical problem identification skills through case studies. During lab sessions students are also exposed to real life clients with neurological damages and learn the functional impact of the neurological problems (using the "clinic in the classroom" approach).

The pre-requisites of BIO 3, 4, 131 and 132 are required and the student must be in the Occupational Therapy major in order to register for this course,

Credits: 5

Every Fall

OT 200 Fieldwork Level I: Geriatric Practice

This course provides the opportunity for students to directly experience occupational therapy practice with a geriatric population in a clinical or community setting. Through fieldwork experience, students will begin to integrate and apply the theoretical knowledge, and professional behaviors/attitudes and clinical skills learned in the classroom. An integrative clinical reasoning fieldwork seminar both in person and on-line accompanies the fieldwork experience to provide students with an opportunity to analyze the professional and clinical practices observed in the clinic/ community setting, and integrates this with the clients' cultural background, health status, and valued occupations. Students will complete intensive documentation assignments that will help facilitate their understanding and ability to analyze and synthesize a client's information in an

occupational profile/evaluation in order to create long /short-term goals, formulate an evidence based treatment plan, progress note and discharge note.

The pre-requisites of OT 112, 121 and 129 are required.

The co-requisites of OT 303 and 420 are required.

Credits: 1

Every Fall

OT 201 Professional Development 1: Occupational Therapy Student Academic Experience

This course focuses on foundation skills to support professional education and personal development as an occupational therapy student. Course content will include student work with self-management and health promotion, learning styles and learning skills, learning contracts, study skills, test-taking skills, use of support groups and refinement of active listening, and goal setting. Students develop e-portfolios and begin to recognize themselves in their new professional roles. Students develop and expand skills in computer literacy, improve utilization of library and data bases for review of professional literature, and start to develop experience with scientific and professional writing and speaking. Students will participate in writing groups with tutors from the Writing Center to identify areas for skill development in writing and refine written communication skills, critical thinking and problem solving. This course is part of our enrichment program.

The pre-requisites of COS 50, ENG 16, SOC 3;

Two from ENG 61, 62, 63 and or 64; and the student must be in the Occupation Therapy major are required in order to register for this course.

Credits: 2

Every Fall

OT 202 Professional Development 2: Communication Skills

Students will continue to refine professional communication skills in the areas of written, graphic, and oral presentation. Students will identify areas for refining professional behavior, ongoing professional development, and continuing competency in academic and community contexts. Students continue to assemble an ePortfolio reflective of their ongoing professional development. They will formulate a professional development goal and continue to identify their focus for personal wellness, study skills and stress management. Students will also review how to present themselves in professional interviews for employment, scholarship applications, fieldwork experiences and to promote the profession through community and legislative advocacy. Students will expand knowledge of resources to research professional and current literature content, broaden understanding of evidence-based practice and literature reviews, further develop skills in using media, and creative arts for professional, patient, consumer, client and community education,

practice and advocacy.

The pre-requisite of OT 201 is required and the student must be in the Occupational Therapy major in order to register for this course.

Credits: 1

Every Spring

OT 203 Professional Development 3: Advocacy and Disability Perspectives

The course provides principles of advocacy for Occupational Therapy and Advocacy for our clients. Professional issues related to State and National Advocacy groups for OT as well as, current professional topics for advocacy are discussed. Students learn the importance and the nature of participation in professional advocacy. In this course students also examine psychosocial factors, stereotypes, and negative attitudes affecting people with disabilities, their families and caregivers. Methods of instruction include literature review, media resources, narratives, and in-class interviews with people with a range of stigmatizing conditions. Major civil rights legislation and the disability rights movement will be explored and different models of viewing disability will be reviewed. Students will enhance their understanding of the importance of practitioner, consumer and patient advocacy to promote empathy and skills in client-centered practice. Students will increase sensitivity and skills required in the implementation of client-centered practice with people with a wide range of physical, psychological, and socially stigmatizing conditions.

The pre-requisites of OT 100 and 201 are required.

Credits: 1

Every Spring

OT 204 Professional Development 4: Independent Study (Elective)

An in-depth exploration of a topic of study through review of literature, field visits or community service learning under the guidance of a faculty mentor. Professional writing development is emphasized. Students, with the instructor, define the scope of the study, methods, and outcomes. Professional development will be fostered through the identification of learning objectives for the experience that will be assessed/monitored during the course of the independent study process.

The pre-requisite or co-requisite of OT 100 is required.

Credits: 1

On Demand

OT 205 Professional Development 5: Health Promotion

Consideration of current public health initiatives designed to improve the quality of health, eliminate disparities, and explore occupation-based interventions to address major indicators of poor health, to prevent disorders and to maintain wellness. The course will examine evidence-based practice, intervention programs, evaluation and outcome assessments for wellness, health

promotion and quality of life. A range of approaches supporting health promotion and disease prevention in various populations, in institutional, community and home settings will be examined. Students will begin to develop skills in using occupational therapy interventions to enhance the quality of life and well-being. A variety of health-related occupations using traditional, alternative and complementary activities will be demonstrated and practiced. Areas of focus include enhancing coping and adaptation with stress management, time management, pain management, smoking cessation, and withdrawal from substances. Patterns of diet, physical activity, psychological states and attitude, social activities, and the role of spirituality in practice reflecting sociocultural/economic, diversity, cultural and life span factors are examined.

The pre-requisites of PSY 107, 100 and COS 50 are required. The student must be admitted into the Occupational Therapy Program.

Credits: 1

Every Spring

OT 206 Therapeutic Skills 2: Group Process

A group process course for treatment, teamwork, and community interventions. Introduction and application of theories of group dynamics, task, and activity groups, including evaluation of interpersonal style and group roles, therapeutic interaction and leadership skills, collaborative and professional communication skills. Students learn to carry out groups, reflect on their experiences and provide feedback to each other on the group process.

The pre-requisites of OT 100, 106 and 201 are required and the student must be admitted into the Occupational Therapy Program.

Credits: 3

Every Spring

OT 210 Fieldwork Level I: Mental Health

Practice: Adolescents and Adults

This course provides the opportunity for students to directly experience occupational therapy practice in mental health with adolescent/adult populations in a clinical or community setting. Through fieldwork experience, students will begin to integrate and apply the theoretical knowledge, professional behaviors/attitudes and clinical skills learned in the classroom. An integrative clinical reasoning fieldwork seminar accompanies the fieldwork experience to provide students with an opportunity to analyze the professional and clinical practices observed in the clinic/community setting, and integrates this with the clients' cultural background, health status, and valued occupations. Students will complete intensive documentation assignments that will help facilitate their understanding and ability to analyze and synthesize a client's information in an occupational profile/evaluation in order to create long/short-term goals, formulate an evidence based treatment plan, progress note and discharge note.

The pre-requisites of OT 320 and 122 are required. The co-requisite of OT 330 is required.

Credits: 1

Every Spring

OT 215 Fieldwork Level I: Physical Disability Practice: Adolescents and Adults

This course provides the opportunity for students to directly experience occupational therapy practice in adolescents/adults with physical disability in a clinical or community setting. Through fieldwork experience, students will begin to integrate and apply the theoretical knowledge, and professional behaviors/attitudes and clinical skills learned in the classroom. An integrative clinical reasoning fieldwork seminar accompanies the fieldwork experience to provide students with an opportunity to analyze the professional and clinical practices observed in the clinic/community setting, and integrates this with the clients' cultural background, health status, and valued occupations. Students will complete intensive documentation assignments that will help facilitate their understanding and ability to analyze and synthesize a client's information in an occupational profile/evaluation in order to create long /short-term goals, formulate an evidence based treatment plan, progress note and discharge note.

The co-requisite of OT 430 is required. The pre-requisites of OT 121, 129, 303 and 420 are required.

Credits: 1

Every Spring

OT 220 Theory 2: Learning Theories Applied to Practice

This course provides students with an understanding of teaching and learning processes. Students are prompted through class activities and the discussion of theories of learning (such as Bloom's) to reflect on their own learning process as they pursue the OT degree. In addition students are introduced in how learning theories are used to support the development of occupational therapy interventions that are designed to facilitate personal change. Learning theories that are studied include Social Learning Theory (Bandura), The Health Belief Model (Becker), PRECEDE-PROCEED Model, Theory of Reasoned Action (Fishbein & Ajzen), Stages of Change Theory-Transrational Model (Prochaska & DiClemente), Theory of Multiple Intelligences (Gardner), Learning Styles Model (Dunn & Dunn), Motor Learning, Behaviorism and Model of Human Occupation (MOHO). Characteristics of therapists and environments that facilitate positive change are examined. Learning styles and learning contracts that are sensitive to multicultural concerns and literacy levels of patients, clients, and caregivers are explored. The course is also focused on professional writing and the ability of the students to review literature and summarize it in a logical and comprehensive manner.

The pre-requisite of OT 120 is required.

Credits: 2
Every Summer

OT 301 Skills for Living 1: Play and Leisure

This course has a dual focus: play and leisure across the life span and activity analysis and synthesis. Meaningful occupation, with a specific focus on play and leisure will be examined in a social and cultural contexts and temporal contexts of age, developmental and life cycle stages, and disability status. Content includes the role of play and leisure in health promotion and disability prevention, and the screening and assessment of play and leisure. Students develop skills in task and activity analysis, activity modification and adaptation based on an occupational performance model.

The pre-requisites of COS 50; PSY 107 and 110; and SOC 3 are required in order to register for this course.

Credits: 3
Every Fall

OT 302 Skills for Living 2: Work

This course focuses on the role of work/productive activities across the life span and in occupational therapy. Content includes vocational and functional capacity evaluation, work related assessment tools, work programs for clients with injury, developmental disabilities, cognitive deficits and mental health concerns. The influence of unique client characteristics, the environment, culture, social, economic and political factors impacting work and work programs will be considered throughout the semester. Students will be introduced to ergonomics, cumulative work injury and work hardening. Skill in activity analysis will be expanded through a job analysis, analysis of work related behaviors and skills, tool analysis, and an ergonomic seating evaluation. Lab activities link theory to clinical application.

The pre-requisite of OT 119 is required. The co-requisites of OT 129 and 121 are required.

Credits: 3
Every Summer

OT 303 Skills for Living 3: Self Care

This course provides students with the opportunity to examine the meaning of self-care activities throughout the life span and across various cultures. The course content emphasizes clinical reasoning/evidence-based practice research as it relates to the engagement in self-care skills as part of meaningful occupation, health promotion, prevention and wellness. The specific performance components of self-care activities (i.e., sensorimotor, cognitive and psychosocial components) will be analyze. The way in which various performance contexts (i.e., age group, developmental stage, disability status, environmental conditions, and socio-cultural factors) influence self-care activities will be explore. Students will have the opportunity to practice activity analyses of self-care tasks (for specific populations, age groups, socio-cultural environments, etc.). Students will also practice the

clinical techniques of grading and adaptation of self-care activities in accordance with an individual's disability status. There will be opportunity to practice grading and adaptation self-care skills, through case studies and problem-based learning activities. Students will have the opportunity to identify a variety of screenings, assessments, and intervention methods for clients who have disabilities, which interferes with self-care activities. The students will have the opportunity to practice documentation skills (goal and note writing) through case studies and problem-based learning. *The pre-requisites of OT 121 and 129 are required. The co-requisite of OT 420 is required. The student must be in the Occupational Therapy major in order to register for this course.*

Credits: 3
Every Fall

OT 306 Therapeutic Skills 3: Teamwork and Leadership

This course will introduce students to the conceptual, interpersonal and self-knowledge components of teamwork and leadership. Practice in applying theory and skills to teamwork will prepare students for developing competence in interdisciplinary collaboration, client and family centered intervention and health promotion. Roles and contribution of the full range of participants from various practice domains in institutional, professional and community settings will be explored. Students will examine approaches to problem solving, ethical challenges and conflict-handling styles in leadership. Students will be introduced to mentorship models and strategies that support effective supervision. Students will design and implement wellness/health promotion groups for a variety of populations in the community (non-traditional settings). Students will play an active role in developing educational presentations using technology for educational presentations on the reading material pertaining to teamwork and leadership. Work from this course will be used to enrich students' e-portfolios reflecting their continues professional development. *The pre-requisites of OT 106 and 206 are required and the student must be in the Occupational Therapy major in order to register for this course.*

Credits: 2
Every Fall

OT 320 Theory 3: Comprehensive Models and Mental Health Sets of Guidelines for Practice

This course provides students with the opportunity to study the underlying theories of occupational therapy comprehensive models with an emphasis on adaptation and the environment. The structure and content of theories, models, and frames of reference/sets of guidelines for practice in mental health will be described. The delineation between basic and applied scientific inquiry will also be presented. The role of occupation as described by occupational science, occupational adaptation, the Model of Human Occupation, and client-centered

practice is also presented. Each comprehensive model will be examined with respect to its (a) author/source, (b) origin, (c) populations addressed, (d) theoretical foundations, (e) concepts and assumptions, (f) sensitivity to multicultural concerns of patients/clients, (g) principles of assessment, (h) client-therapist relationship, and (i) principles of intervention. These comprehensive models will be explored, analyzed and critiqued for the purpose of determining their adequacy as a basis for practice. Health promotion and wellness models are also presented and analyzed. Current practice issues such as reimbursement for services, the professions domain of concern, and research priorities will be discussed relative to contrasting assumptions about the way in which comprehensive models should be used to guide occupational therapy practice

The co-requisites of OT 122 is required. The pre-requisites of OT 111 and 112 are required. The student must be in the Occupational Therapy major in order to register for this course.

Credits: 4
Every Fall

OT 330 Practice 1: Mental Health - Adolescents, Adults and Geriatrics

This course addresses the sequence of practice in occupational therapy: screening, evaluation, reevaluation, formulation and implementation of intervention and discharge planning in mental health practice with adolescents, adults and geriatrics in traditional and non-traditional settings. The influence of culture and diversity, environment context and psychological issues, as well as the impact of occupation and health promotion in practice are examined. Reflections on clinical reasoning are applied to practice via clinical fieldwork and field visits. Students are exposed to health promotion, wellness and quality of life principles and practices.

The co-requisites of OT 210 is required. The pre-requisites of OT 122 and OT 320 are required. The student must be in the Occupational Therapy major in order to register for this course.

Credits: 5
Every Fall

OT 420 Theory 4: Physical Disabilities Sets of Guidelines for Practice

This course provides the opportunity for students to examine the primary theoretical information underlying occupational therapy practice in physical disabilities (i.e., biomechanical, sensory processing, neurodevelopmental, neurobehavioral, and cognitive-perceptual). Each set of guidelines (or frame of reference) is studied with regard to (a) its theoretical base, (b) the predominant screening and evaluation assessments used by therapists, (c) principles of intervention, (d) reassessment and revision of treatment plans, (e) applicability to specific client populations, and (f) studies reporting the degree of efficacy of the practice approach. Students are exposed to the theoretical

underpinnings of occupational performance and in health promotion and wellness strategies that promote engagement in meaningful occupation.

The co-requisite of OT 303 is required. The pre-requisites of OT 129 and 121 are required.

Credits: 5

Every Fall

OT 430 Practice 2: Neurorehabilitation Adolescents, Adults and Geriatrics

This course addresses neurorehabilitation practice with adolescents, adults, and geriatrics within a variety of healthcare and community related settings. Students will learn about the sequence of rehabilitative practice in occupational therapy specific to addressing the needs of clients with neurological impairment, including: screening and evaluation, reevaluation, intervention planning and implementation, and discharge planning. The course also acknowledges the influence of culture, diversity, environmental context, and their impact on occupation and health promotion in clients with neurological damages. Students will be expected to reflect on the clinical reasoning processes required to provide competent and evidence based practice to this client population via class discussions, case based assignments, and clinical fieldwork experiences.

The co-requisites of OT 215 and 431 are required.

The pre-requisites of OT 121, 303 and 420 are required.

Credits: 5

Every Spring

OT 431 Practice 3: Orthopedic Rehabilitation and Orthotics: Adolescents Adults and Geriatrics

This course is designed to provide students with the background and experience in splint fabrication and orthotic management for orthopedic conditions. Furthermore, students will learn evaluation and intervention principles with adolescents, adults, and geriatrics. The lecture component will incorporate biological principles, anatomical, kinesiological concepts, and bio-mechanics relating to orthopedics and splinting. The class will be divided into two sections; a two-hour lecture followed by a four-hour lab. The lecture component will incorporate biological principles, anatomical, kinesiological concepts, and bio-mechanics relating to orthopedics and splinting. Common diagnoses and indications for selected splints will be reviewed as well as common protocols. In addition, students will be learning about the sequence of practice in occupational: screening and evaluation, reevaluation, formulation of intervention plans and implementation, and discharge planning. The lab portion will focus on splint design and fabrication as well as modality application. Students will be exposed to a variety of splinting equipment, tools, supplies, and low temperature thermoplastics used in clinical settings, and develop basic splinting skills. Furthermore, students will understand and demonstrate electrical safety standards. In addition, students will have the

opportunity to apply modalities, such as, thermal, ultrasound, TENS, NMES, light and laser therapy.

Finally, students will focus on hand on evaluation and treatment skills for common hand problems.

The co-requisites of OT 215 and 430 are required.

The pre-requisites of OT 121, 303 and 420 are required.

Credits: 4

Every Spring

OT 432 Practice 4: Medical and Surgical Rehabilitation: Adolescents Adult and Geriatrics

This course addresses current occupational therapy practice methods for clients having general medical and/or surgical diagnoses- in adolescent, adult, and geriatric populations. Students will learn about the most commonly seen medical/surgical diagnoses treated by occupational therapists, as well as some specialty diagnoses. The sequence of practice for this diagnostic population will be covered-including screening and evaluation, observation of contraindications and safety protocol, formulation of treatment plans, implementation of treatment, family/caregiver education, re-evaluation, and discharge planning. The impact of multicultural sensitivity, cultural diversity, and environmental context as they affect treatment will be explored. Students will be expected to appropriately grade and analyze activities in the process of developing treatment plans for patients having general medical/surgical rehabilitation needs as well as some complex and less common diagnoses. Students will also enhance their clinical reasoning and decision-making skills as they apply treatment methods via review of fieldwork experiences and case studies. Students are asked to integrate the client's health status, occupational performance and develop treatment plans that take under consideration the client's values & routines and the context of care.

The pre-requisites of OT 430 and 431 are required.

Credits: 2

Every Summer

OT 506 Therapeutic Skills 5: Technology and Assistive Devices

The course provides a close look (hands on experiences, clinical visits, in-class equipment presentations) at assistive devices, assistive technology, compensatory strategies and environmental adaptations used in the treatment of children, adolescents, adults and elders with a wide range of disabilities to promote functional adaptation and accessibility in the client's environment. Students explore the use of adaptive equipment and the processes of assessment and intervention using adaptive equipment for clients with a variety of disabilities. The role of adaptive equipment in promoting occupational performance and participation is integral to the course.

The pre-requisites of OT 430 and 431 are required.

The co-requisites of OT 432 and 533 are required.

Credits: 2

Every Summer

OT 507 Therapeutic Skills 6: Organization and Administration

Application of the principles of management in the provision of occupational therapy services to individuals and organizations including: planning, marketing, organizing, fiscal management, maintaining staffing, coordination, directing, controlling, and evaluating programs. Students will develop an understanding of a variety of service delivery models and knowledge of the broad spectrum of influences that impact on health care delivery and ethical practice. Completion of a grant application or business plan complete with a literature review that includes evidence-based and best practice, background/need, mission statement, project description/implementation/evaluation, budget, sources of income, foundation support, staffing and job descriptions.

The pre-requisites of OT 430, 432, 432, 330 and 533 are required. The co-requisites of OT 530 and 535 are required.

Credits: 3

Every Fall

OT 510 Level II: Fieldwork I

This course provides 10 to 12 weeks of full-time supervised fieldwork. It provides in-depth initial experience in delivering occupational therapy services to various groups of clients across the life span, persons with a variety of psychosocial and physical performance deficits, in various service delivery models reflective of current and emerging practice and trends in the profession. Through this fieldwork experience, students will integrate and apply the theoretical knowledge, and professional behaviors/attitudes and clinical skills learned in the classroom. A peer supervision process via Blackboard discussions will be incorporated for additional supervision amongst students and from the faculty.

The pre-requisites of OT 205, 430, 431, 432 and 330 are required. The co-requisites of OT 533, 530, 507 and 716 are required.

Credits: 5

Every Fall

OT 511 Level II: Fieldwork II

This course provides 10 to 12 weeks of full-time supervised fieldwork. It provides in-depth initial experience in delivering occupational therapy services to various groups of clients across the life span, persons with a variety of psychosocial and physical performance deficits, in various service delivery models reflective of current and emerging practice and trends in the profession. Through this fieldwork experience, students will integrate and apply the theoretical knowledge, and professional behaviors/attitudes and clinical skills learned in the classroom. A peer supervision process via Blackboard discussions will be incorporated for additional supervision amongst students and from the faculty.

The pre-requisite of OT 510 is required.

Credits: 5
Every Spring

OT 512 Level II: Fieldwork III

This course provides 8 to 12 weeks of full-time supervised fieldwork. It provides in-depth initial experience in delivering occupational therapy services to various groups of clients across the life span, persons with a variety of psychosocial and physical performance deficits, in various service delivery models reflective of current and emerging practice and trends in the profession. Through this fieldwork experience, students will integrate and apply the theoretical knowledge, and professional behaviors/attitudes and clinical skills learned in the classroom. A peer supervision process via Blackboard discussions will be incorporated for additional supervision amongst students and from the faculty.

The pre-requisite of OT 511 is required.

Credits: 4
Every Spring

OT 513 Level II: Fieldwork IV (Elective)

This elective course provides 6 to 12 weeks of full-time supervised fieldwork. The number of credits awarded is prorated on the length of the fieldwork experience. It provides in-depth fourth experience in delivering occupational therapy services to various groups of clients across the life span, persons with a variety of psychosocial and physical performance deficits. It is taken place in various service delivery models reflective of current and emerging practice and trends in the profession with a concentration in practice focus substantially different than the setting and population in OT 510, OT 511 & OT 512. Through this fieldwork experience, students will integrate and apply the theoretical knowledge, and professional behaviors/attitudes and clinical skills learned in the classroom. A peer supervision process via Blackboard discussions will be incorporated for additional supervision amongst students and from the faculty.

The pre-requisite of OT 512 is required.

Credits: 2
Every Spring

OT 520 Theory 5: Research

This course provides the opportunity for students to learn the primary approaches of research design, methods, data collection, and analysis. Students will study (a) quantitative research designs (experimental, quasi-experimental, and non-experimental); (b) qualitative designs (ethnography, phenomenology, grounded theory, etc.); and (c) quantitative and qualitative data collection and analysis methods. Students will develop an applied research question based on the health promotion needs of individuals within a community service setting, and will begin the process of writing a research/grant proposal that will be refined throughout the remainder of the curriculum (in OT 620, 720, and 820). Students may also have the

opportunity to implement and evaluate a research project.

The pre-requisite of OT 205, 430, 431 and 330 are required. The co-requisites of OT 533, 520 and 620 are required.

Credits: 3
Every Summer

OT 530 Practice 3: Pediatrics

A comprehensive review of best practices related to clinical decision making, interdisciplinary collaboration, client-centered practice and supervision is discussed in this course. The focus is primarily in pediatric practice. The role of legislation, policy, and reimbursement are extensively discussed. The students are exposed to pediatric clinical cases from a variety of practice settings. The occupational therapy process of screening, assessment, reassessment, formulation of intervention plans, implementation and discharge is carried out, while addressing the influence of culture, diversity, and environment on occupation and health promotion. Hands-on experiences provide students with challenges in observation, clinical reasoning skills, communication skills, professional writing and documentation skills. Students bring in examples from their clinical experiences with children and their families. Evidence based practices are reinforced through assignments and class activities, to support clinical decision making and advocacy needs of clients (pediatrics).

The co-requisites of OT 535 and 507 are required.

The pre-requisite of OT 533 is required.

Credits: 5
Every Fall

OT 533 Medical Sciences 3: Clinical Conditions in Pediatrics

This course presents a study of the medical, neurological, psychiatric, orthopedic and developmental conditions that occur in childhood and adolescence. Students develop an understanding of the etiology, pathology, signs and symptoms, medical treatment, prognosis of common conditions and the influence of the clinical conditions on development, occupational performance and adaptation of the child, and the client's family. The role of the occupational therapist and the occupational therapy assistant in assessment, intervention and ongoing management, health promotion, and prevention relative to the conditions covered in the course, extensively discussed. Students practice through clinical videos their clinical observation and clinical reasoning skills.

The pre-requisites of OT 110, 111, 430, 431 and 330 are required. The co-requisites of OT 506, 520, 620 and 720 are required.

Credits: 3
Every Summer

OT 535 Fieldwork Level I: Practice 3: Pediatrics

This course provides the opportunity for students

to directly experience occupational therapy practice in children/adolescents with a variety of disabilities a clinical or community setting. Through fieldwork experience, students will begin to integrate and apply the theoretical knowledge, and professional behaviors/attitudes and clinical skills learned in the classroom. An integrative clinical reasoning fieldwork seminar accompanies the fieldwork experience to provide students with an opportunity to analyze the professional and clinical practices observed in the clinic/community setting, and integrates this with the clients' cultural background, health status, and valued occupations. Students will complete intensive documentation assignments that will help facilitate their understanding and ability to analyze and synthesize a client's information in an occupational profile/evaluation in order to create long /short-term goals, formulate an evidence based treatment plan, progress note and discharge note.

The co-requisites of OT 530, 507 and 716 are required. The pre-requisite of OT 533 is required.

Credits: 1
Every Fall

OT 620 Theory 6: Research Proposal Development

The course exposes the students to the process of research proposal development. Students engage in mentored research projects with their faculty advisors. They are asked to development research questions and/or hypotheses pertaining to the research problem of interest. They explore plausible theoretical frameworks that provide the conceptual context of their research project. They complete a research proposal that includes methods of assessment, relevant literature and theoretical base, program implementation and evaluation. The course has writing intensive component and requires advance library skills.

The pre-requisites of OT 205, 430, 431 and 330 are required. The co-requisites of OT 533 and 520 are required.

Credits: 2
Every Summer

OT 716 Professional Development 6: Student Clinical Experience

This course prepares for the transition from academic to clinical student roles and from student to practitioner. Ethics, supervision, conflict resolution, documentation, evolution of clinical reasoning skills, scientific inquiry, teamwork, and collaboration with certified occupational therapy assistants will be covered. Students will have a better understanding of national and state regulatory bodies and their effects on practice. The course gives students knowledge related to national and state requirements for credentialing and licensing. Tools and information are also given to the students to prepare them for becoming fieldwork educators.

The pre-requisites of OT 205, 430, 431, 330 and 533 are required. The co-requisites of OT 530, 507

and 535 are required.

Credits: 1

Every Fall

**OT 720 Theory 7: Community Practice
Education and Health Promotion**

This course presents the theory and practice of community-based practice, education, health promotion and prevention services for the well population and populations at risk for specific physical, mental, social, or environmental problems. Foundation material includes community context, multicultural competence, and principles of prevention, use of evidence to plan and evaluate services, and consultation and collaboration. Utilizing a life-span developmental perspective, information is presented on the needs of each target group, settings to access the population, and empirical evidence supporting prevention services. The program development process is described in depth, with special emphasis on needs assessment and outcome evaluation. Students will participate in the process of identifying potential grant funding sources and understanding the requirements for grant submission. Occupational therapists and other professionals will present their experience with consultation, marketing, grant writing, implementation and evaluation.

The co-requisites of OT 533, 520 and 620 are required. The pre-requisite of OT 205, 430, 431 and 330 required.

Credits: 2

Every Summer

**OT 820 Theory 8: Community Practice Research
Project**

This course provides students with the opportunity to refine their research proposals (from OT 620) and carry out their project under the supervision of their research mentor. Students will continue to refine skills in professional and scientific writing through the production of successive drafts leading to the final manuscript. Students will expand knowledge of resources to research professional and current literature resources, expand understanding of evidence based practice and literature review, further develop skills in applying principles of theory and practice to formulating and implementing a viable capstone research project. Students will be guided in data coding, analysis, results and interpretation of findings as well as development of discussion that describes the scientific and clinical contributions of their projects. Students are asked to produce a manuscript and present their project in a poster format during OT research day.

The pre-requisites of OT 520, 620 and 720 are required.

Credits: 4

Every Spring

DEPARTMENT OF PHYSICAL THERAPY

The Department of Physical Therapy offers a Doctor of Physical Therapy degree at the graduate level. Please refer to the LIU Brooklyn Graduate Bulletin for full details about the program.

DIVISION OF PHYSICIAN ASSISTANT STUDIES

The Division of Physician Assistant Studies offers a 28-month, professional-phase curriculum leading to the M.S. in Physician Assistant Studies. Please refer to the LIU Brooklyn Graduate Bulletin for full details about the program.

DEPARTMENT OF PUBLIC HEALTH

The Department of Public Health, along with the Division of Athletic Training, Exercise & Health Science, offers an accelerated, dual degree that leads to a B.S. Health Science / Master in Public Health. Note that a separate admission into the M.P.H. portion of this program is required. Please refer to the Division of Athletic Training, Health and Exercise Science in this bulletin for full details about the program. See the LIU Brooklyn Graduate Bulletin for M.P.H. course descriptions.

The Department of Public Health, offers a Masters in Public Health at the graduate level. Please refer to the LIU Brooklyn Graduate Bulletin for full details about the program.

DIVISION OF RESPIRATORY CARE

Program Director: Thomas J. Johnson, M.S., R.R.T.

Director of Clinical Education: Cindy Bravo-Sanchez, M.P.A., R.R.T., NPS

Adjunct Faculty: 5

The four-year, 128-credit B.S. in Respiratory Care is designed to provide students with educational and clinical competence, emphasizing comprehension, versatility and advanced clinical knowledge. The two-year, pre-professional phase of the program consists of preparation in the basic sciences and in mathematics as well as in the humanities and social sciences, providing students with a broad-based liberal arts foundation.

During the professional phase of the program – usually years 3 and 4 – students are engaged in the theoretical, practical and clinical aspects of adult, pediatric and neonatal respiratory care. They gain an in-depth knowledge of clinical science and its application in health care. Through classroom, laboratory and diverse clinical practical education, students develop the necessary knowledge, bedside skills and problem-solving abilities to serve the health needs of patients from premature newborns through the elderly. Thus, students are prepared to address both acute and chronic diseases that affect the cardiopulmonary system as well as trauma, sub-acute disease and public health issues ranging from asthma and disaster management to tuberculosis and epidemic or pandemic diseases.

In addition, they learn about mechanical ventilatory support, the therapeutic use of medical gases and administration apparatus, environmental control systems, humidification, aerosols, medication, cardio-pulmonary rehabilitation, advanced cardiopulmonary resuscitation, airway management, pulmonary function testing and hemodynamic monitoring. They also become well-grounded in disaster management and public health education.

Those who successfully complete the program are eligible to take the national board examinations given by the National Board for Respiratory Care (NBRC). The B.S in Respiratory Care is accredited by the Committee on Accreditation for Respiratory Care (CoARC). It is registered with the New York State Department of Education.

The field of respiratory care is an ideal choice for individuals interested in healthcare who enjoy working with people and who have an aptitude for working with technology. Our program will provide those individuals with the opportunity to develop long and highly satisfying careers. Respiratory care professionals treat patients who exhibit a range of diverse health issues including asthma, pneumonia, emphysema, cystic fibrosis, lung cancer, sleep disorders as well as those who are having respiratory problems related to trauma, strokes, heart attacks and premature birth.

Respiratory care professionals work in a broad array of health care settings including hospitals, clinics, sub-acute care facilities, physician's offices, as well as in home care, research and educational facilities, and sleep labs. Work schedules are often flexible and starting salaries can range from \$45,000 - \$70,000 annually.

Respiratory therapists can specialize in a number of different areas after they graduate and can choose to advance along a variety of different career paths such as healthcare management, education and research.

According to the United States Department of Labor Bureau of Labor Statistics, the job outlook for respiratory therapists is excellent.

Admission Requirements

Both high school graduates and college transfer students may apply for admission to the Respiratory Care program. The following are required for consideration to become a degree candidate.

- High School students must have a GPA of 3.0 (80%) or higher and over 800 combined on the SAT examinations.
- Transfer students must have a GPA of 2.5 or higher and grades of C+ or higher in all math and science courses.
- Courses in math and science that were taken 9 or more years prior to admission are not acceptable and must be revisited.
- All applicants must pass (75% or higher) a medical terminology examination that is offered three times during the academic year and given by the program

Application

- High School and transfer students must begin the application process through the Office of Admissions.
- LIU students with GPA and math/science grades meeting requirements only require a change of major at any time during their university career.
- Applications to the professional phase course work must be completed not later than June 1st of the year prior to the start of the professional courses.
- LIU students who require second summer session course(s) for Respiratory Care pre-requisite(s) will be placed on a waiting list until the grades are posted.
- Transfer students must have all pre-requisite courses completed by July 6th for admission into the professional Respiratory Care courses each Fall.

Behavioral and Social Attributes

A candidate for Respiratory Care must have sufficient emotional health to fully use his or her intellectual ability, to exercise good judgment, to complete all responsibilities, and to attend to the diagnosis and care of patients. A candidate must be able to develop mature, sensitive and effective relationships with patients and colleagues. A candidate must be able to tolerate physical and emotional stress and continue to function

effectively. A candidate must possess qualities of adaptability, flexibility and be able to function in the face of uncertainty. He/she must have a high level of compassion for others, motivation to serve, integrity and a consciousness of social values. A candidate must possess sufficient interpersonal skills to interact positively with people from all levels of society, all ethnic backgrounds and all belief systems.

Pre-requisite courses required for both LIU students and transfer students with either an associate's or bachelor's degree:

Course	LIU Nomenclature	Lab Required (Y/N)	Credits
Micro-biology	BIO 101	Yes	4
Human Anatomy & Physiology I	BIO 131 (Human Anatomy)	Yes	4
Human Anatomy & Physiology II	BIO 132 (Human Physiology)	No (Note: transfer student may have a laboratory component)	3 (LIU)
Chemistry	CHE 3X	Yes	4
Physics	PHY 20 or 27 or Chem 4 or 4x	Yes	4
Algebra	MTH 15 or 16	N/A	3
Statistics	MTH 100 or PSY 150	N/A	3

Note: Transfer students must have a minimum total of 7 credits for Anatomy & Physiology I & II.

Advanced Standing

Advanced standing and/ or life experience credit may be offered to US or Canadian licensed respiratory therapists. Respiratory care professionals with an associate's degree in respiratory care seeking a baccalaureate degree will be afforded the opportunity to challenge courses. These candidates will be required to complete academic residency requirements of a minimum 32 credits at LIU Brooklyn and at least 15 credits in the Respiratory Care higher (200 or 300 level) courses.

Academic Standards

Grades below a C+ are not acceptable in prerequisite science (Anatomy & Physiology, Microbiology, Chemistry and Physics) and mathematics courses (College Algebra and

Statistics); neither are such grades acceptable in professional phase courses. A grade-point average of 2.5 is required for acceptance into the professional phase of the program. Once admitted to the professional phase, students must maintain at least a C+ in all courses and a grade point average of at least 2.75 each semester. Respiratory care courses must be taken in the required sequence.

Credentialing Examinations

All students who successfully complete all pre-professional and professional courses and have fulfilled all baccalaureate degree requirements are eligible for both the entry-level certification (Certified Respiratory Therapist) and the advanced registry credentialing examinations (Written Registry and Clinical Simulation examinations) as set forth by the National Board for Respiratory Care (NBRC). Qualified students will be permitted to take the Entry Level CRT Examination 30 days prior to graduation. The NBRC (CRT) entry-level examination is recognized by all states that require licensing of respiratory care professionals. Note that a state licensing board may deny a license to practice Respiratory Care based upon a criminal background check. (See Criminal Background Checks and Drug Testing section.)

B.S. in Respiratory Care

B.S., Respiratory Care

[Program Code 06927]

Graduation Requirements

Students must satisfy the Placement, Proficiency, Orientation and Core Curriculum criteria outlined in the Graduation Requirements section of this bulletin.

Core Curriculum requirements for this major are summarized below:

Core Seminar	3 credits
Humanities	
English Composition	3 credits
English Literature	6 credits
Philosophy	6 credits
Foreign Language	Not Required
Social Sciences	
History	6 credits
Social Sciences	3 credits
(ANT, ECO, POL, PSY, SOC)	
Science and Mathematics	
Mathematics	3-4 credits
Science	8 credits
(BIO 3 and BIO 4)	
(Grade C+ or greater required)	
Communication, Visual & Performing Arts	
Speech	3 credits
Visual & Performing Arts	Not Required
(ART, DNC, MUS, THE)	

Respiratory Care Pre-Professional

Requirements:

Must Complete All Six (6) Science Courses Below.

NOTE: Students can take Human Anatomy & Physiology I (BIO 137)* and Human Anatomy & Physiology II (BIO 138)** in lieu of BIO 131 and BIO 132

BIO	3	Life: Its Origin, Maintenance and Future	4.00
BIO	4	Life: Its Origin, Maintenance and Future	4.00
BIO	101	Microbiology	4.00
BIO	131	Human Anatomy*	4.00
BIO	137	Human Anatomy & Physiology I*	4.00
BIO	132	Human Physiology**	3.00
BIO	138	Human anatomy & Physiology !! **	4.00
CHM	3X	General Chemistry	4.00

Must Complete One (1) Science Course Below.

CHM	4	General and Inorganic Chemistry	4.00
CHM	4X	Introduction to Organic and Biochemistry	4.00
PHY	20	The Physical Universe	4.00
PHY	27	Physics for Pharmacy	4.00
PHY	31	General Physics	4.00

Must Complete One (1) Course From Below.

MTH	100	Introductory Statistics	3.00
PSY	150	Statistics in Psychology	3.00

Major Requirements: Respiratory Care Professional Requirements.

Respiratory Care Professional Phase Year 3

RC	101	Cardiopulmonary Physiology I	3.00
RC	103	Clinical Application of Acid-Base Balance	2.00
RC	107	Pulmonary Function	2.00
RC	109	Clinical Experience I	3.00
RC	112	Theory and Practice of Respiratory Care I	5.00
RC	200	Cardiopulmonary Pathology	3.00
RC	205	Cardiopulmonary Medical Science	3.00
RC	210	Clinical Experience II	3.00
RC	213	Theory and Practice of Respiratory Care II	5.00
RC	214	Cardiorespiratory Pharmacology	3.00

Respiratory Care Professional Phase Year 4

RC	206	Rehabilitation Techniques in Respiratory Care	3.00
RC	215	Selected Topics in Internal Medicine	3.00
RC	225	Neonatal and Pediatric Respiratory Care	3.00
RC	229	Clinical Experience III	8.00
RC	311	Respiratory Critical Care	3.00
RC	330	Clinical Experience IV	8.00
RC	331	Principles to Practice in Respiratory Care	4.00

Credit and GPA Requirements

Minimum Total Credits: 128
 Minimum Liberal Arts and Sciences Credits: 64
 Minimum Major Credits: 64 credits
 Minimum Credits in Courses > 100 Level: 48
 Pre-Professional Requirements: See Above
 Minimum Science and Math GPA: 2.75
 Minimum Overall GPA: 2.75

Respiratory Care Courses

RC 101 Cardiopulmonary Physiology

A study of the anatomy and physiology of the cardiopulmonary system, specifically, the physiology of the lung, the function and innervation of cardiac muscle, cardiac circulation, cardiac pump, bio-mechanics of breathing, oxygen and carbon dioxide exchange and control of ventilation.

The pre-requisites of BIO 101, 131, 132; CHM 3 or CHM 3X or CHM 4 or CHM 4X; MTH 15 or 16 or 30 or 40; PHY 20 or PHY 27 or PHY 31; are required; or the student must be an active member of the Respiratory Care Professional Student Group.

Credits: 3

Every Fall

RC 103 Clinical Application of Acid-Base Balance

The arterial blood gas is the keystone in the diagnosis and management of the cardio-pulmonary patient. Students will be introduced to the clinical interaction of care with the acid-base status of the patient. The inter-relationships of pH, oxygen, carbon dioxide, glucose, lactate and electrolytes are examined. The effects of the cardiac, pulmonary and renal systems of human oxygenation and acid-base balance make arterial blood gas interpretation essential in the diagnosis and effective management of these patients. Blood-gas instrumentation operation, maintenance, quality control and quality assurance are discussed. Course fee.

The pre-requisites of BIO 101, 131, 132; CHM 3 or CHM 3X or CHM 4 or CHM 4X; MTH 15 or 16 or 30 or 40; PHY 20 or PHY 27 or PHY 31; are required; or the student must be an active member of the Respiratory Care Professional Student Group.

Credits: 2

Every Fall

RC 107 Pulmonary Function

The interpretation of spirometry, diffusion studies and the measurement and interpretation of total lung volumes, using helium dilution, nitrogen washout and body plethysmography is essential in the diagnosis of the cardiopulmonary patient. Effective treatment and pharmacological intervention is monitored and its effectiveness evaluated by pulmonary function studies.

Cardiopulmonary exercise testing is introduced.

This course has an additional fee.

The pre-requisites of BIO 101, 131, 132; CHM 3 or CHM 3X or CHM 4 or CHM 4X; MTH 15 or 16 or 30 or 40; PHY 20 or PHY 27 or PHY 31; are required; or the student must be an active member of the Respiratory Care Professional Student Group.

Credits: 2

Every Fall

RC 109 Clinical Experience I

This course focuses on infection control, HIPAA

and other health care regulations, basic patient assessment, patient interviewing and charting skills needed to prepare the student to enter the clinical setting. Students receive a supervised experience in a metropolitan respiratory care department, where they have the opportunity to apply their newly acquired skills in actual patient-care setting. Four lecture or laboratory hours and clinical experience as assigned.

The pre-requisites of BIO 101, 131, 132; CHM 3 or CHM 3X or CHM 4 or CHM 4X; MTH 15 or 16 or 30 or 40; PHY 20 or PHY 27 or PHY 31; are required; or the student must be an active member of the Respiratory Care Professional Student Group.

Credits: 3

Every Fall

RC 112 Theory and Practice of Respiratory Care I

This course is a study of the theory behind the clinical preparation, selection and application of respiratory care equipment and its assembly and use and a look at troubleshooting such equipment. Topics included are medical gases, medical gas therapy, aerosol and humidity therapy and non-invasive monitoring.

The pre-requisites of BIO 101, 131, 132; CHM 3 or CHM 3X or CHM 4 or CHM 4X; MTH 15 or 16 or 30 or 40; PHY 20 or PHY 27 or PHY 31; are required; or the student must be an active member of the Respiratory Care Professional Student Group.

Credits: 5

Every Fall

RC 200 Cardiopulmonary Pathology

This is the study of pathophysiology as compared to the normal physiology of the cardiopulmonary system. Special emphasis is placed on respiratory function in obstructive airway diseases, Cancer, TB, interstitial lung diseases, and neuromuscular respiratory failure. Case studies, pulmonary function evaluation, radiologic evaluation and lung scans are used to elucidate the pathophysiology.

The pre-requisite of RC 101, 103, 107, 109, 112 are required or the student must be an active member of the Respiratory Care Professional Student Group.

Credits: 3

Every Fall

RC 205 Cardiopulmonary Medical Science

In this course, lecture and laboratory are a study of advanced cardiopulmonary monitoring and support such as 12-lead EKGs, cardiac disease, stroke and management of trauma. Students learn the assessment and treatment of trauma victims of near drowning, burns, smoke inhalation, chemical and biological terrorism. Special emphasis is placed on chest trauma e.g. motor vehicle accident, penetration injuries and blast lung injuries.

The pre-requisites of BIO 132 and RC 101 are required or the student must be an active member of the Respiratory Care Professional Student

Group.

Credits: 3

Every Spring

RC 206 Rehabilitation Techniques in Respiratory Care

This course is the study of the assessment and development of therapeutic plans of patients with chronic pulmonary and cardiovascular diseases. Topics also include sleep studies, wellness and smoking cessation.

The pre-requisites of RC 101, 107, 200 and 210 are required or the student must be an active member of the Respiratory Care Professional Student Group.

Credits: 3

Every Fall

RC 210 Clinical Experience II

This is a course in which both classroom/laboratory and field experience in metropolitan respiratory care departments are combined to provide the student with the clinical knowledge and skills. In the classroom/laboratory, students learn about airway management negative and positive pressure ventilation, patient/ventilator assessment, ventilator troubleshooting, and determining the effectiveness of the patient's respiratory care. In respiratory care clinical assignments, students learn to apply ventilator concepts in actual patient-care settings at clinically affiliated sites.

The pre-requisites of RC 109 and 112 are required or the student must be an active member of the Respiratory Care Professional Student Group.

Credits: 3

Every Spring

RC 213 Theory and Practice of Respiratory Care II

The theory and practice of artificial airway management, positive pressure volume expansion therapies, mechanism ventilators, and interpretation of ventilator waveforms are discussed. Integration of oxygen and specialty gases mixtures and pharmacology is covered. Students assemble, use and troubleshoot equipment used in such therapies.

The pre-requisites of RC 109 and 112 are required or the student must be an active member of the Respiratory Care Professional Student Group.

Credits: 5

Every Spring

RC 214 Cardiorespiratory Pharmacology

This is a study of the use of medicines for the treatment of cardiovascular and respiratory tract diseases. Discussions of particular interest are drugs that affect the central nervous system and sympathetic and parasympathetic nervous systems. Also discussed are pharmacological support for cardiovascular, respiratory and renal dysfunction/disease and moderate sedation anesthesia. For each drug, students learn the indications, contraindications, adverse reactions, doses, mechanism of action and routes of

administration.

Credits: 3

Every Spring

RC 215 Selected Topics in Internal Medicine

This course addresses the respiratory care assessment and therapeutic intervention of chronic obstructive airways diseases, infectious diseases, neurology and other related areas. Emphases are placed on careful assessment of physical signs and symptoms, effective interventions and follow up care.

The pre-requisites of RC 200, 205, 210, 213 and 214; and MAT 100 or PSY 150, are required or the student must be an active member of the Respiratory Care Professional Student Group.

Credits: 3

Every Fall

RC 225 Neonatal and Pediatric Respiratory Care

The cardiopulmonary system of the fetus, newborn and child and of the physiology, pathology, diagnosis and treatment of the neonatal and pediatric patient are discussed. Also addressed are the adaptation of therapeutic strategies for each developmental stage and the concept of family-centered care. Emphasizes the physiologic rationale underlying the therapeutic application of respiratory care modalities.

The pre-requisites of RC 205, 210 and 213; and MAT 100 or PSY 150, are required or the student must be an active member of the Respiratory Care Professional Student Group.

Credits: 3

Every Fall

RC 229 Clinical Experience III

In this course, students receive instruction on advanced methods of mechanical ventilation. Students rotate through critical care, adult acute care, neonatal, pediatric, and surgical care units in the New York City region.

The pre-requisites of RC 200, 210, 213 and 214; and MAT 100 or PSY 150, are required or the student must be an active member of the Respiratory Care Professional Student Group.

Credits: 8

Every Fall

RC 301 Independent Study

The student will be challenged to thoroughly investigate an aspect of Evidenced-Based Medicine as it pertains to respiratory care.

Credits: 3

On Demand

RC 311 Respiratory Critical Care

This is a study of advanced cardiopulmonary monitoring and management of critically ill adult and pediatric patients. Examples of therapies covered are ECMO, high frequency ventilation, high frequency oscillation, liquid ventilation, nitric oxide therapy and the aspects of ARDS management. Also discussed are liberation from mechanical ventilation and extubation/de-

cannulation.

The pre-requisites of RC 206, 215, 225 and 229; and MAT 100 or PSY 150, are required; or the student must be an active member of the Respiratory Care Professional Student Group.

Credits: 3

Every Spring

RC 330 Clinical Experience IV

The student will rotate through advanced clinical specialties such as neonatal critical care, cancer critical care, etc. in a 15-week course that has 2 hours of laboratory, 2 hours of lecture and 24 hours of clinical work per week. Students will have the opportunity to earn the Advanced Cardiac Life Support (ACLS) certification.

The pre-requisite of RC 229, and MAT 100 or PSY 150 are required; or the student must be an active member of the Respiratory Care Professional Student Group.

Credits: 8

Every Spring

RC 331 Principles to Practice in Respiratory Care

This course fulfills the writing intensive graduation requirement. In this course the student is challenged to develop a comprehensive care plan with its clinical interdisciplinary, administrative, educational, and evidenced-based medicine aspects. The integration of clinical priorities, administrative exigencies must provide the patient and the healthcare system with an optimal outcome. To this endpoint, students will be required to construct interdisciplinary care plans, clinical simulations and training.

The pre-requisites of RC 213 and 229; and MAT 100 or PSY 150, are required; or the student must be an active member of the Respiratory Care Professional Student Group.

Credits: 4

Every Spring

DEPARTMENT OF SOCIAL WORK

Phone: 718-488-1025

Fax: 718-246-6428

Full Professor: Jessica Rosenberg, PhD, LCSW

Associate Professors: Samuel C. Jones, DSW, LCSW; Amandia Speakes-Lewis, PhD, LCSW (Chair); Donna Wang, PhD, LMSW, Kathryn Kruse, PhD, JD, MSW

Assistant Professors: Jo Rees, PhD; Sheila Vakharia, PhD, LMSW

Field Education: Sabrina Brown, LCSW; Michael Ash, LCSW; Renie Rondon-Jackson, PhD, LCSW
Adjunct Faculty: 5

The Bachelor of Arts in Social Work program at LIU Brooklyn seeks to provide students with a foundation for entry-level generalist social work practice. The program builds on the liberal arts foundation and seeks to ground students in a bio-psycho-social approach to human behavior and of group/community dynamics. Our purpose is to provide students with the knowledge, values and skills for effective generalist intervention at individual, family, group, organizational, and community levels as well as with diverse client populations.

The program's vision of generalist practice is rooted in a systems approach and an ethnically-sensitive perspective. The systems approach means the generalist practitioner must be able to connect individual client problems to larger social, political and economic issues. The ethnically-sensitive approach, often referred to as cultural competence, is a critical component of the curriculum, particularly important because of the diverse makeup of the residents of Brooklyn. Students must be able to relate to clients from all types of backgrounds in an understanding and sensitive manner. The B.A. in Social Work is accredited by the Council on Social Work Education (C.S.W.E.). Visit www.cswe.org for more information.

Social Work Program Mission

The mission of the Bachelor of Arts in Social Work program is to guide a diverse student body on a path of critical inquiry with a goal of building competent, compassionate and committed generalist practitioners. The program, grounded in the professions knowledge, skills, and values, teaches students to become civically engaged by developing a nurturing learning community, both in the classroom and field. The program challenges students to work toward a just, equitable, caring society free from oppression and discrimination.

The mission of the program is consistent with the university's historic mission of preparing students "to achieve the satisfaction of the educated life and to serve the public good." The program is committed to preparing graduates for entry-level generalist social work practice and for advanced study in social work, while simultaneously addressing the needs of the urban

social service agencies, particularly in Brooklyn and the surrounding area.

Social Work Program Goals

Goal 1: To prepare students with the foundation social work knowledge, skills, and core values necessary for generalist practice with diverse populations, across different settings, and with clients systems on micro, mezzo, and macro levels.

Goal 2: To advance social work values and ethics emphasizing a commitment to social change, promoting social justice, and diversity while incorporating a global perspective.

Goal 3: To educate students for practice with diverse populations to promote well being and enhance the functioning of urban populations, with special attention to age, economic status, race, ethnicity, culture, family structure, gender identity, sex, sexual orientation, disability, health, mental health, national origin, citizenship status, religion, and spirituality.

Goal 4: To work closely and collaboratively with community resources to achieve mutually beneficial goals.

Goal 5: To prepare students for graduate social work education.

Admissions Requirements

Although students can declare a social work major at admission to LIU Brooklyn, *students are not officially part of the BASW Program unless they meet all of the following criteria:*

- (1) Have an overall GPA of at least 2.5;
- (2) Achieve a grade of "B" or higher in SWK 101;
- (3) Meet with a social work faculty advisor; AND
- (4) Act in accordance with the National Association of Social Work (NASW) Code of Ethics

(<https://www.socialworkers.org/pubs/code/default.asp>) and the International Federation of Social Workers/International Association of Schools of Social Work Ethics in Social Work Statement of Principles (<http://ifsw.org/policies/statement-of-ethical-principles/>).

- Transfer students must obtain advisement from the social work program at the time of admission to LIU Brooklyn.

B.A. in Social Work

The 128-credit Bachelor of Arts in Social Work will prepare you to enter the workforce, launching a career of helping people cope with life's challenges and advocating for a just society, as well as continuing to graduate level education. We offer liberal arts based, relationship-centered education where students form close connections with their professors and each other. The curriculum includes courses related to policy, practice, human development and social justice behavior, as well as field practicum-related seminars. Students learn the social work foundation of knowledge, skills and values through small class engagement with stimulating topics, role plays, case studies, videos, readings

and reflective writing. They enter in the Junior and Senior years in field practice in diverse settings including schools, homeless shelters, child and family counseling centers, charitable organizations, senior citizen facilities and social service agencies. Beyond the classroom and field placement, we offer a opportunities for engagement via social work department events and Interprofessional events.

Becoming a Social Work Major

If you are considering becoming a social work major, talk to a social work faculty member. It is important you declare social work as your major as early as possible. To declare a major you must complete a "Request for Change of Major" form, which requires the signature of the social work department chair. The sooner you declare a major, the sooner we can provide advisement and mentoring.

BASW Program Acceptance Requirements

To be accepted into the BASW program you must meet the following criteria:

- Maintain an overall GPA of at least 2.5
- Achieve a grade of "B" or higher in SWK 101
- Have met with a social work faculty advisor ; AND
- Act in accordance with the National Association of Social Work (NASW) Code of Ethics (<http://www.socialworkers.org/pub/code/default.asp>) and the International Federation of Social Workers/ International Association of Schools of Social Work Ethics in Social Work Statement of Principles (<http://ifsw.org/policies/statement-of-ethical-principles/>).

Failure to maintain the criteria above may be grounds for removal from the social work major.

Professional Field Placement Requirements

Field education is a critical part of the Social Work educational experience, and is considered the signature pedagogy by the Council on Social Work Education (CSWE). The program offers intensive field experience and supervised individual and group instruction. Students are required to complete a minimum of 400 hours in the field, typically 2 days a week (14 hours), from September through April (SWK 180 & SWK 181 Fieldwork), and participate in a field seminar course each of the two semesters (SWK 182 & SWK 183). **STUDENTS MUST BE REGISTERED FOR FIELDWORK AND FIELD SEMINARY BEFORE THEY CAN START THEIR FIELD PLACEMENT.**

B.A., Social Work

[Program Code 20469]

Graduation Requirements

Students must satisfy the Placement, Proficiency, Orientation and Core Curriculum criteria outlined in the Graduation Requirements section of this bulletin.

Core Curriculum requirements for this major are summarized below:

Core Seminar 3 credits

Humanities

English Composition 3 credits

English Literature 6 credits

Philosophy 6 credits

Foreign Language 6 credits

***Social Sciences**

History 6 credits

Psychology 3 credits

Sociology 3 credits

Anthropology, Political Science and/or Economics 6 credits

Science and Mathematics

Mathematics 3-4 credits

**Science 10 credits

(Grade C or greater required)

Communication, Visual & Performing Arts

Speech 3 credits

Visual & Performing Arts 3 credits

(ART, DNC, MUS, THE)

***Social Sciences Upper Division Requirement:**

To satisfy this requirement, the student must complete one (1) three-credit course numbered 100 or above from any of the following disciplines.

- History
- Political Science
- Psychology
- Sociology
- Anthropology

****Science Core:** Must complete all the following courses.

BIO 22 Biology and Modern Technology 3.00

CHM 21 Chemistry and Modern Technology 3.00

PHY 20 The Physical Universe 4.00

Health Professions Elective: 3 credits required

To satisfy this requirement, the student must complete one (1) three-credit course numbered 100 or above from any of the undergraduate programs housed in the School of Health Professions.

General Upper Division Elective: 3 credits required

To satisfy this requirement, the student must complete one (1) three-credit course numbered 100 or above from any discipline.

Major Requirements

Must Complete All 15 Courses Listed Below.

SWK 101 Introduction to Social Work 3.00

SWK 114 Social Welfare History & Institutions 3.00

SWK 115 Social Welfare Policy & Analysis 3.00

SWK 116 Diversity 3.00

SWK 121 Social Work Research 3.00

SWK 123 Human Behavior in the Social Environment I 3.00

SWK 124 Human Behavior in the Social Environment II 3.00

SWK 130 Professional Writing for Social Work 3.00

SWK 132 Human Rights and Social Justice 3.00

SWK 170 Social Work Practice I 3.00

SWK 171 Social Work Practice II 3.00

SWK 180 Social Work Fieldwork I 4.00

SWK 181 Social Work Fieldwork II 4.00

SWK 182 Fieldwork Seminar I 3.00

SWK 183 Fieldwork Seminar II 3.00

Credit and GPA Requirements

Minimum Total Credits: 128

Minimum Liberal Arts and Sciences Credits: 96

Minimum Major Credits: 47

Minimum Credits of Courses > 100 Level: 56

Ancillary Course Requirements: See Above

Minimum Social Work Major GPA: 2.5

Minimum Overall GPA: 2.0

MINOR

Minor in Case Management

In order to complete the minor in Case Management, students must complete 12-credits. All Case Management minors must take the three required courses. After successfully completing the required courses, students must complete one course from the list of electives.

Case Management Minor

Requirements

Following three (3) courses are required:

HS 400 Introduction to Health Care Management 3.00

HS / 478 / Case Management 3.00
SWK 134 Services

HS / 479 / Case Management: 3.00
SWK 135 Practice with Populations at Risk

Electives

One course (3 Credits) from the following list:

HS 300 Introduction to Health Professions 3.00

HS 355 Diversity and Health Disparities 3.00

HS 474 Autism Spectrum Disorders and Other Developmental Disabilities 3.00

SWK 130 Professional Writing for Social Work 3.00

SWK 132 Human Rights & Social Justice 3.00

Credit and GPA Requirements

Minimum Total Credits: 12

Minimum Minor GPA: 2.0

A grade of 'C' or higher must be earned in all minor courses

Social Work Courses

SWK 99 Common Ground Service Learning

The Common Ground Service Learning experience is open to all LIU Brooklyn students who wish to perform community service. Some professors assign it as part of a class requirement. However, if you wish to perform community service independently, you can!

Credits: 0

Every Fall and Spring

SWK 101 Introduction to Social Work

An examination of both historical and contemporary social work practice focusing on the knowledge, values and skills of generalist practice, along with career opportunities.

Credits: 3

Every Fall and Spring

SWK 114 Social Welfare History & Institutions

An introduction to social welfare institutions and programs in the United States. An historical examination of social welfare policy and program development in the US is presented. Some cross country comparative analyses of social welfare programs are explored. Close attention is paid to how the historical and contemporary development of the social welfare system intersects with forms and mechanisms of oppression and discrimination. *Prerequisite of SWK 101 is required. Pre/Co-requisite of HIS 2 and POL 11, ECO 1, or ECO 2 is also required.*

Credits: 3

Every Fall and Spring

SWK 115 Social Welfare Policy & Analysis

Students learn about social welfare policy and how to engage in a comprehensive policy analysis. Critical thinking skill development is central to policy analysis. The connection between social welfare policy analysis and social work practice is highlighted with effective policy action as the goal. *Prerequisite of SWK 101 is required. Pre/Co-requisite of HIS 2 and POL 11, ECO 1, or ECO 2 is also required.*

Credits: 3

Every Fall and Spring

SWK 116 Diversity

Human diversity is thoroughly examined and students gain a better understanding of how to work with diverse populations. The course explores how structures and values may oppress, marginalize, alienate or enhance power and privilege. Self awareness to eliminate personal bias is examined. The course draws from a range of disciplines and theories, such as: the strengths perspective, the person-in-the environment concept, theories of intersectionality, critical race theory, and social constructionism.

Prerequisite of SWK 101 is required.

Credits: 3

All Sessions

SWK 121 Social Work Research

This course is a basic introduction to research methods in the social sciences and in the field of social work in particular. The fundamentals of research are taught as a problem-solving, critical thinking approach that ultimately relates to the knowledge of and ability to engage in research-informed practice and practice-informed research. *Prerequisite of MTH 15 or MTH 16 is required.*

Prerequisite of SWK 101 is also required. Seniors only.

Credits: 3

Every Fall

SWK 123 Human Behavior in the Social Environment I

Human behavior and the social environment (HBSE) I examines the human within the micro context. The course integrates multiple theories and knowledge of bio-psycho-social development to understand the individual within the larger environment. The course focus is on the individual yet uses a person-in-environment framework to view behavior in the context of the family, community, culture, and world.

Prerequisites of SWK 101, PHY 20, CHM 21, and BIO 22 are required. Co-requisite of PSY 3 is required. Senior Status or Department Permission Required.

Credits: 3

Every Fall

SWK 124 Human Behavior in the Social Environment II

Human behavior and the social environment (HBSE) part II is a continuation in the HBSE sequence. Part II utilizes theories to explain human behavior through the macro lens, which explores how systems and institutions influence and affect human behavior.

Pre/Co-requisite of SWK 123 is required. Senior Status or Department Permission Required.

Credits: 3

Every Spring

SWK 128 Social Work & Criminal Justice

This elective course examines the impact of the criminal justice system (focusing primarily on incarceration) on children, families, and communities. Various roles that social workers play at the level of direct service, advocacy/ community organizing, and policy are explored. Class topics will be connected to current events and criminal justice references in popular culture.

SWK 130 Professional Writing for Social Work

Social Work is a profession that demands the ability to compose accurate, detail-oriented narrative reports using terminology specific to the field. The process of gathering and documenting clinical information, integrating, synthesizing and sequencing data into areas of concern and expertise will enable students to think like social workers and communicate professionally with others in the field.

Core competencies, namely analysis, categorization and interpretation of client data, will be reinforced and embedded through documentation. Students will learn multiple concrete skills that will advance their professional writing.

Prerequisite of SWK 101 is required.

Credits: 3

Every Fall and Spring

SWK 131 Contemporary Challenges in Community Mental Health

This elective examines the policy and practice challenges of providing community mental health services to the seriously mentally ill. Designed as an upper level course in the social work sequence, the course will cover de-institutionalization, the consumer movement, best practices, and the recovery movement. Topics will include an overview of major mental illness, working with the homeless mentally ill, mental illness and incarceration, and community mental health services to the military. Ethical dilemmas about the tensions between self-determination and mandated treatment will be explored.

SWK 170 Social Work Practice I

Beginning social work practice skills used with individuals, families and groups are examined with a particular focus on engagement, assessment, intervention and evaluation. Cultural and diversity issues in treatment, ethical dilemmas and social justice as it impacts and shapes contemporary social work practice are identified. Methods of student learning include, but are not limited to, case study, role-play, group work, and class discussion.

Pre/Co-requisite of SWK 123 is required. Senior Status or Department Permission Required.

Credits: 3

Every Fall

SWK 171 Social Work Practice II

This second practice course that follows Practice I (SWK 170) teaches concrete practice skills in the context of macro systems: groups, organization, and communities. Knowledge and skills about engagement, assessment, intervention and evaluation are explored through a macro lens.

Pre/Co-requisite of SWK 124 is required. Senior Status or Department Permission required.

Credits: 3

Every Spring

SWK 180 Social Work Fieldwork I

During senior year, students complete an intensive field internship (a minimum of 200 hours during fall semester and 200 hours during spring semester = 400 hours) at approved social service programs with professional social work supervision. Students apply the theories and knowledge learned in the classroom to develop and strengthen their social work skills in practice. An integral part of the internship experience is the accompanying field seminar, SWK 182.

Pre/Co-requisites of SWK 123 and SWK 170 are required. Co-req of SWK 182 is also required.

Credits: 4
Every Fall

SWK 181 Social Work Fieldwork II

During senior year, students complete an intensive field internship (a minimum of 200 hours during fall semester and 200 hours during spring semester = 400 hours) at approved social service programs with professional social work supervision. Students apply the theories and knowledge learned in the classroom to develop and strengthen their social work skills in practice. An integral part of the internship experience is the accompanying field seminar course, SWK 183.

Pre/Co-requisites of SWK 124 and SWK 171 are required. Co-requisite of SWK 183 are required. Prerequisites of SWK 180 and SWK 182 are also required.

Credits: 4
Every Spring

SWK 182 Fieldwork Seminar I

Concurrent with senior-year field placement, students participate in a seminar to assist in integrating the experiential component with their theoretical knowledge. Students are also made aware of the implications of field experiences for policy, research, and ethical issues.

Pre/Co-requisites of SWK 123 and SWK 170 are required. Co-requisite of SWK 180 are also required.

Credits: 3
Every Fall

SWK 183 Fieldwork Seminar II

Concurrent with senior-year field placement, students participate in a seminar to assist in integrating the experiential component with their theoretical knowledge. Students are also made aware of the implications of field experiences for policy, research, and ethical issues.

Prerequisites of SWK 180 and SWK 182 are required. Pre/Co-requisites of SKW 124 and SWK 171 are required. Co-requisite of SWK 181 is also required.

Credits: 3
Every Spring

SWK 195 Honors Study

Honors Study is a course in which students will connect theory to practice on a level that demonstrates their full range of social work knowledge and skills as they attempt to explore a social work related issue. To this end, the student may choose to focus on an approved topic or social problem by starting from a theoretical position and work towards practice issues or visa-versa. The process and transition from theory to practice or practice to theory must be supported by evidence. The evidence may come from the existing fund of knowledge or may be the result of their own discovery and research. Students will be encouraged to generate new knowledge, choose appropriate practice skills and tools and develop effective interventions.

Credits: 3
On Demand

SWK 196 Honors Study

Honors Study is a course in which students will connect theory to practice on a level that demonstrates their full range of social work knowledge and skills as they attempt to explore a social work related issue. To this end, the student may choose to focus on an approved topic or social problem by starting from a theoretical position and work towards practice issues or visa-versa. The process and transition from theory to practice or practice to theory must be supported by evidence. The evidence may come from the existing fund of knowledge or may be the result of their own discovery and research. Students will be encouraged to generate new knowledge, choose appropriate practice skills and tools and develop effective interventions.

Credits: 3
On Demand

SWK 197 Independent Study

Students are able to work intensively with faculty on a topic of interest.

Credits: 3
On Demand

LIU GLOBAL

LIU Global offers a Bachelor of Arts degree in Global Studies, a discipline that investigates the world's interdependent political, economic, cultural and ecological systems. The discipline equips future leaders with tools to analyze challenges, issues and processes that transcend national and disciplinary boundaries, equipping them to develop solutions to these challenges at the local, national, regional and global levels.

Students complete the Global Studies degree through four years of coursework and integrated field experience undertaken as they travel eastward around the world--from Latin America, to Europe, to Austral-Asia, and finally to the United States. They begin with the Global Studies foundation year in Central America. They then move in their second and third years, respectively, to Europe and then to China or Australia/Asia. In the first semester of their senior year they are placed in an international internship and carry out independent research; in the final Capstone Semester in New York City, they complete their senior thesis and enroll in a second senior internship. As students move around the world, they acquire the knowledge, skills and perspectives necessary to provide leadership in the Global Age.

The Global Studies curriculum is made up of three kinds of coursework:

- **Area Studies courses and fieldwork delivered at each LIU Global Center or Program.** Drawing on LIU Global's decades of engagement with partners and communities around the world, these courses deepen students' knowledge of the countries, languages and cultures of the region in which the center or program is located. The area studies courses combine classroom work with integrated field experiences and travel. (Consult the [locations](#) web pages for details of each program.)
- **Global Studies. Core courses and field work that build academic knowledge and skills across the program's four years.** This sequence of required courses, distributed systematically around the world, equips students with disciplinary lenses, as well as critical thinking, communication and research skills. The sequence culminates in a set of upper division courses in the last three semesters that include two senior-year internships and the completion of a senior thesis.
- **Minors in International Relations, Social Entrepreneurship and Arts & Communication.** LIU Global students have the opportunity to pursue one or more minors of their choice in Social Entrepreneurship, International Relations, and Arts & Communication as they complete their coursework at the various centers/programs. All three minors require the completion of 15 credits of approved coursework which should be taken into consideration in students' academic planning.

Global Studies is a relatively new discipline, offered by over three hundred universities around the world at both the graduate and undergraduate degree levels. For 50 years, LIU Global College (along with its parent institution Friends World College) has been a pioneer in the field. Long before anyone had thought about "global studies," Morris Mitchell, the founder of Friends World College, asserted the need for an experiential, multidisciplinary approach to understanding the totality of humanity's challenges. In 1965 he called the college's pedagogical enterprise "world education."

For information, please contact the LIU Global Office at 718-780-4312, fax 718-780-4325, email us at global@liu.edu, or visit the website at www.liu.edu/Global.

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B.A. in Global Studies Overview and Curriculum

Faculty: Jeffrey Belnap (Dean), Soenke Biermann, Vivian Hu, Jocelyn Lieu, Carlos Lopez, Kerry Mitchell, Sarah Moran
Adjunct Faculty: 12

Description and Mission

LIU Global Mission and Vision

Mission

It is the mission of LIU Global to provide its students with the knowledge, experiences and skills that will enable them to become socially responsible, engaged leaders in a richly diverse and increasingly complex world. Through an innovative, inquiry-driven, experientially focused curriculum, LIU Global is committed to offering life-changing educational opportunities to students that expose them to the direct effects of global issues on local communities.

LIU Global considers the world as its campus and sees engagement with people of different cultures as integral to the learning process. An LIU Global education is a transformative educational experience that combines rigorous academics, career development, and individualized learning in the world's dynamic regions.

Vision

As a program within Long Island University, LIU Global seeks to support the LIU mission and vision (see below) by promoting the development of a learning community that actively contributes to a global dialogue addressing the world's most pressing issues.

1. LIU Global aspires to become a leader in the field of global studies through an innovative, experiential, and globally based curriculum guided by local scholars that integrates coursework with community engagement in the search for greater understanding, cooperation, and collective action in the interests of the world community.
2. LIU Global aspires to develop a superior student-centered experience that will enhance an appreciation of diversity, cultivate sensitivity towards the human and ecological impact of examined issues, and inspire creativity and commitment to explore a peaceful and sustainable future for all peoples and the world.
3. LIU Global's future is guided by the understanding, belief and commitment that our graduates will have the skills, knowledge, awareness, and cross-cultural competencies that will prepare them for a personal and professional life of committed action in the interest of the world community and the environment. LIU Global alumni will contribute positively to the communities in

which they will live and will apply the program's goals to any future professional endeavors.

4. Through its own practice, LIU Global intends to model the principles it hopes to teach, that of creating a global community that promotes individual respect and collective responsibility, ecological sustainability, solidarity and service to others and support of local efforts to address locally identified needs.

Overview of the Four-Year Curriculum

Costa Rica (First Year: fall and spring semester)

The Costa Rica Center is the gateway to the Global Studies degree program, providing students with the academic tools and field experiences necessary to grasp the relationship between Central America and the larger world. Through engagement with contemporary Costa Rica and travel throughout Central America, students study the local effect of globalization, making sense of its impact on the region's people, politics, economies, and ecosystems. Students will experience the ways in which conquest of Indigenous America by Europeans five hundred years ago and the forced migration of Africans continue to define the region. They also experience the ways in which governments, international organizations, entrepreneurs and civil society communities are responding creatively to the region's ongoing engagement with global economic, cultural and political forces. The year-long program includes the intensive study of Spanish (offered at all levels), homestays with Costa Rican families, fieldwork at sites around the country, and two extended study travel experiences to Nicaragua and Panama.

The Costa Rica Center is in the university town of Heredia, located near the city's Central Park and about a mile from the National University. Heredia is on the outskirts of San José, Costa Rica's capital city, located in the high central plateau. Although the country is about the size of West Virginia, it contains about 4% of the Earth's biodiversity with lush rainforest, high mountains, volcanoes, coastal plains, and beautiful beaches. Costa Rica has a vibrant and diverse culture that offers exciting learning opportunities.

Europe (Second Year: fall in Spain, spring in Italy)

The LIU Global Europe Program provides the opportunity for students to explore and experience the great cities of Europe and the impact that Europe has had on global history and politics. Through study travel in London, Berlin, Paris, Rome and Sarajevo, as well as extended residence in Madrid and Florence, students gain unique perspectives on Europe's cultures, conflicts and political innovations, as well as the impact these forces have had on the rest of the world. In the first

semester, students study the emergence of the modern European nations and the role that these nations have played in the first wave of globalization during the Imperial Age. In the second semester, students gain an understanding of the role of Europe and the European Union as a major geopolitical player in the contemporary Global Age.

The Europe I Program is based at the Franklin Institute at the University of Alcalá, located in Alcalá de Henares, approximately 20 miles northeast of the city of Madrid. Founded in 1499, the University of Alcalá is the second oldest university in Spain. The city was the place of important events in the history and culture of Spain, such as the birth of Cervantes and key meetings between Christopher Columbus and the Spanish monarchs that commissioned his voyages to America. From Alcalá, it is a convenient 30-minute train ride to central Madrid and to major cultural attractions, such as the Prado Museum, the Thyssen Bornemisza Museum and the Reina Sofia Museum.

The Europe II Program is housed in the famed city of Florence, considered the birthplace of the European Renaissance. The Florence School of Fine Arts, the partner institution where LIU Global is housed, is located in the heart of the city's historical center situated on a quiet street, steps away from Piazza Santa Croce. This historic neighborhood, one of the most beautiful settings in Florence, breathes the Renaissance atmosphere. Walk out of the school building and you are minutes away from the Uffizi Gallery, Loggia dei Lanzi, the Arno River and the historic Ponte Vecchio. This advantageous location provides LIU Global students with a vibrant and inspirational surrounding to study art, culture and politics.

China (Third Year: fall and spring semester)

LIU Global's China Center immerses Global Studies students in contemporary China, the world's emerging economic and political giant. From a home base in Hangzhou, a city that is both one of China's ancient imperial capitals and a leading center of entrepreneurship and business innovation, students engage in a year-long program of intensive language learning, country-wide study travel and course work on Chinese history, politics and social change. Students gain an in-depth understanding of the historical events that have produced modern China and gain direct experiences with the social and economic forces that shape the country today. Students who complete the program are able to navigate their way culturally, linguistically and logistically in a society whose political and economic importance will only continue to grow.

The program's setting in Hangzhou places students in the heart of a city famous for both its classical beauty and its livability. The China Center facility is walking distance from the banks of the famous West Lake, a majestic body of water encircled by temples, pavilions and gardens that

has been declared a UNESCO World Heritage Site. Hangzhou is also home, along with 8 million people, to dynamic corporations and to more entrepreneurial start ups than any other city in China. Moreover, the city is only a one-hour train ride from Shanghai, China's international hub of finance and commerce. The program's integrated fieldwork takes Hangzhou and nearby Shanghai as its living textbooks. During the course of the year-long program, students also take extended study trips to Beijing and to culturally diverse Yunnan, the western province adjacent to Vietnam, Laos and Myanmar.

Since 1989, the China Center facility has been located on the Zhejiang University campus. Consistently ranked as one of China's top five institutions, Zhejiang University enrolls over 42,000 undergraduate and graduate students, including over 3,000 international students. China Center students enroll in intensive Chinese courses housed in Zhejiang University's International College, an intensive Chinese language program that LIU Global students attend with students from all across the world.

Asia-Pacific Australia (Third Year: fall and spring semester)

The Asia-Pacific Australia Program engages students with the quest for sustainable development in the nations and peoples of contemporary Oceania and Southeast Asia. Through two semesters of courses and fieldwork, students study the challenges and innovative solutions that communities, organizations and nations are developing as they aspire to address one of the world's central questions: How can we, across a range of diverse cultures and countries, promote economic development without destroying our planet's ecosystems? Students study and travel across the region, focusing on this challenge from the perspectives of different communities, cultures and national political dynamics. From an administrative base in Byron Bay, Australia, the program explores the quest for sustainable development in Australia, Fiji, Thailand and Bali.

Why Australia, Fiji, Thailand, and Indonesia?

- Still tied to the British sovereign, Australia is shaped by its imperial legacy, multicultural society and the vibrant postcolonial resurgence of Aboriginal peoples. Its standard of living remains high, given its integration into the world economy and its role as a source of raw materials and services for China's and India's development. Historically allied to European and North American powers, Australia is currently in the process of integrating itself more fully into its Asian neighborhood.
- The Pacific island microstate of Fiji is inhabited in almost equal proportions by Native Fijians and overseas Indians whose ancestors came as indentured laborers to Fiji in the 19th Century. Based on tourism and agriculture, Fiji's economy is subject to global market forces at the same time that it is dealing with the severe

impacts of global warming, such as rising sea levels and extreme weather events.

- The Buddhist Kingdom of Thailand is a land of stark contrasts. Its dramatic culture and welcoming people have made it a renowned tourist destination. At the same time it is plagued by ingrained economic inequality, severe practices of exploitation, and complex regional geopolitics.
- Bali is a culturally autonomous Hindu island in the Islamic Indonesian archipelago. Renowned for the way in which its ancient culture continues to thrive and adapt itself to the modern world, it is an example of a people striving to manage its cultural and environmental resources in the face of globalization.

International Research and Internship

Semester (IRIS) (Fourth Year: fall semester)

Executing a proposal developed in the spring semester of the Junior year, students carry out their International Research and Internship Semester program at one of the LIU Global sites. The IRIS semester includes (a) the first stage of their senior thesis research, (b) a professional internship, and (c) a self-designed "special studies" program developed in consultation with advisors. This self-designed program is an opportunity for students to deepen their academic and professional engagement with one of the pressing global challenges of our times.

Students can develop their independent programs for LIU Global Centers in Costa Rica, Australia, China or Spain. Students are also able to propose IRIS programs hosted with one of our partner organizations. (Potential sites now include emerging opportunities in Bali, Trinidad & Tobago, Thailand and Morocco.)

New York City (Fourth Year: spring semester)

In the final semester of their senior year, students complete their LIU Global education in New York City. New York is one of the world's greatest metropolitan hubs, the place where people and organizations from everywhere converge. Based at LIU Global's headquarters in Brooklyn, students work with faculty and mentors to complete their senior thesis and start their transition to post-college life through an internationally oriented internship. They are also able to deepen their specific academic expertise through enrolling in courses at LIU Brooklyn or, with help from their advisors, accessing relevant elements of New York's infinite global resources through independent studies.

LIU Global is housed on the campus of LIU Brooklyn, a complex located in the newly revived, downtown Brooklyn. Founded in 1926, the Brooklyn Campus is the original home of Long Island University. Its 11-acre site located in the heart of the "Brooklyn Renaissance" is convenient to all subway lines and minutes away from the Manhattan financial district. The LIU Brooklyn

complex includes an impressive array of state-of-the-art facilities, including a \$40 million athletics, recreation and wellness center.

Why Choose LIU Global?

The LIU Global undergraduate program couples innovative classroom work and direct engagement with people, places, communities and organizations throughout the world. In addition to moving from country to country, students dive deeply into local and regional realities everywhere that they go. Courses at every center include experiential programming that takes local reality as the curriculum's living textbook. Rather than a box where faculty present students with abstract fragments of the world divorced from reality, the LIU Global classroom is a place where students prepare themselves for field work and study travel through reading and research. The LIU Global classroom is also a place, after students return from the field, where students reflect and write about their experiences, transforming them into useful knowledge.

The world-wide program is designed so as to build students' capacity and confidence to carry out independent work. They move from structured classroom learning and group field trips into more intense and prolonged endeavors, including extended field study and internship experiences. The program culminates in their senior year when students engage in both an international and a domestic internship and do original field research culminating in their senior thesis.

In the 50 years of its existence, LIU Global has developed a full range of experiential programs that take full advantage of local opportunities. Although the specific details for each program are included in each location's individual web page, each program combines several elements from the list below to deliver a powerful set of experiences.

- Field excursions, lasting up to a day and usually linked to a specific course.
- Extended study travel, regional travel lasting from several days up to two weeks with itineraries often integrated into several courses.
- Self-designed independent studies, credit-bearing independent field courses that allow a student to do research on a topic of specific interest.
- Short and long-term home stays, periods of residence with local families in which students learn local languages and ways of life.
- Service Learning, projects linked to a global issue or service opportunity carried out with a local partner.
- Field Experience Internships, short apprenticeships to NGOs or local enterprises whose mission is related to either a course topic or a student's field research.
- IRIS and Capstone Internships, semester-long placements carried out in both semesters of the senior year, first abroad and then in New York City.

Senior Thesis Field Research, carried out during the first semester of the senior year in a field placement co-designed by the student and advisor.

Learning Goals

Global Challenges and Solutions

Global College graduates are committed to engaging with humanity's collective challenges. Through multi-disciplinary inquiry, as well as through experience of several world regions, they are able to comparatively articulate local manifestations of global problems, and to identify and contribute to solutions to them.

Cross Cultural Communication and Team Work

Global College graduates communicate across languages and cultures to develop and achieve shared goals. They are able to promote consensus with colleagues and work effectively in diverse, purpose-driven teams.

Research and Dissemination

Global College graduates execute high-quality academic bibliographic and field research that makes a contribution to knowledge about global issues. They are able to persuasively communicate their findings using the conventions of written, oral and digital media.

Responsibility and Professionalism

Global College graduates are creative, socially conscious professionals prepared for a life of committed engagement. They bring to public, private and civic enterprises a sense of personal and social responsibility, as well as the capacity to adapt to and thrive in uncertain and changing circumstances.

Program Policies

DEGREE-GRANTING PROGRAMS

Freshman Status

Applicants with a high school diploma or a GED are eligible to apply for admission as a freshman. Applicants who have earned college credits while enrolled in high school or received AP credit must disclose such information to the LIU Admissions Office when submitting an application. Failure to inform the Admissions Office of such credit will affect placement within the program.

Transfer Status

Applicants who have completed academic work at other colleges or universities may apply for admission as a transfer student to LIU Global with advanced standing based on the number of credits previously earned. All transfer students are required to earn at least 64 semester-hour credits (four semesters) with LIU Global to qualify for the degree. Students take 16 credits each semester for a total of 128. Transfer students may choose to take up to 18 credits per semester and/or courses in the summer at any accredited college or university in order to fast-track completion of their degree.

Credits transferred in must be a grade of "C" or better. LIU Global also awards credit for College Level Examination Program (CLEP) test scores of 50 or higher, Advanced Placement (AP) test scores of three or higher, or IB test scores of HL 4 or higher. To transfer credits, applicants must submit an official college transcript from an accredited university and/or submit official test score reports. Students may transfer up to 64 credits.

NON-DEGREE- GRANTING PROGRAMS (FOR NON-LIU GLOBAL STUDENTS)

Associate Students

Applicants who wish to enroll in LIU Global on a non-credit basis may be admitted as associate students.

Associate students participate fully in LIU Global, making full use of the resources of the overseas centers, such as faculty advisement, help in making field research contacts and ongoing support and evaluation. However, since no credit is awarded and financial aid is not available to such students, tuition costs are reduced. All other expenses such as room and board, books and supplies, travel, etc., remain the same as those for matriculated students.

Visiting Students

Although LIU Global is a four-year Global Studies program, students from other U.S. universities, LIU Brooklyn and LIU Post are heartily encouraged to study abroad as visiting students at any of the college's centers for one semester or for a full academic year. Visiting students do not matriculate for an LIU Global degree, rather they return to their home institutions to complete graduation requirements.

LIU Global offers visiting students from other colleges and universities a full range of advising and support services, focusing on such issues as program selection, academic planning, registration, credit transfer, cultural adjustment, on-site support and re-entry. Visiting students receive a letter grade in each course. Visiting students are advised to talk with their study abroad adviser, academic adviser, registrar, and/or financial aid office at their home universities to determine the home institution's requirements with regard to application deadlines, credit transfer and financial aid procedures.

Asia-Pacific Australia

(Fall and/or Spring)

The Asia-Pacific Australia Program offers students in all academic majors at LIU and other colleges an opportunity to study in Fiji, Australia, and Thailand in the fall semester and Australia and Bali during the spring semester. Students study and travel across the region, focusing on the challenge of sustainable development from the perspectives of different communities, cultures and national political dynamics.

China

(Fall and/or Spring)

The China Center in Hangzhou lets students

live in a smaller, manageable city in China, yet have opportunities to experience rural China. Coursework and assignments are tailored to each student's level of knowledge in the subjects offered. One- and two-semester students report that studying Mandarin Chinese, learning Chinese customs and culture, and interacting with local people, including staff, enriches their academic studies upon return to their home institutions and enhances future employment opportunities.

Costa Rica

(Fall and/or Spring)

The Costa Rica Center is an excellent choice for students who want to acquire or improve their Spanish-language skills and gain a global perspective on Central America. Each semester includes an extended field trip to a neighboring country as well as excursions within Costa Rica. Coursework and assignments are tailored to each student's level of knowledge in the subjects offered. Visiting students report that studying Latin American issues, living with a homestay family and interacting with many local people, including staff, enriches their academic studies in nursing, social work, law, anthropology, sociology and various other majors upon return to their home institutions.

Europe

(Fall - Spain and/or Spring - Italy)

The Europe Program introduces visiting students to the cultures, conflicts and political innovations that have produced modern Europe. The program's educational methodology utilizes a combination of courses, field experience and travel opportunities that are integrated into the curriculum. Students emerge from the program with an understanding that "Europe" as a region is characterized by a profound tension. The continent has produced a tradition of enlightened high culture and "western values" that have become synonymous with civilization. At the same time, the continent is marked by a history of internal war and imperial aggression. The LIU Global program concentrates particularly on the way this tension has manifested itself in the modern age. During the last century, two inter-European conflicts have plunged the world twice into devastating and genocidal world wars. And in the aftermath of this conflict, the world's first great experiment in post-national governance has emerged, the European Union (EU).

Health & Safety

LIU Global's highest priority is the health and safety of its students. Staff members at each center have access to the best medical facilities in the region, are trained to respond to emergency situations and are on call 24 hours a day for emergencies. All LIU Global students are registered with the U.S. Embassy in the country where they are residing during the academic term. During the orientation period, the center director, safety professionals and other regional

administrators educate students about general health practices, potential safety risks, how these risks can be minimized, and emergency response procedures. Each center maintains a list of health care professionals who have been able to provide care for our students in the past. LIU Global requires students to check with their physician prior to their departure about any health-related concerns.

LIU Global requires all students to register with the U.S. State Department Smart Traveler Enrollment Program (STEP), a free service that allows U.S. citizens and nationals traveling abroad to enroll their trip with the nearest U.S. Embassy or Consulate. The benefits of enrolling in STEP are

- Receive important information from the Embassy about safety conditions in your destination country, helping you make informed decisions about your travel plans.
- Help the U.S. Embassy contact you in an emergency, whether natural disaster, civil unrest, or family emergency.
- Help family and friends get in touch with you in an emergency.

Link: <https://step.state.gov/step/>

Application Procedure

LIU Global is open to students of all faiths, races and nationalities. LIU Global seeks students with the capacity for undergraduate study who desire a broad liberal arts education but who, in addition, want to use experience as a means to discover and prepare for meaningful and satisfying vocations and professions.

Applicants must have a high school or general equivalency diploma, including substantial volunteer, community service or extracurricular experiences. Each student's application is judged on its own merit. Clear evidence of the ability and readiness to carry out university-level work is expected, with primary emphasis placed on personal qualities of maturity, motivation, initiative and independence, rather than on standardized test scores or school grades. The admission procedure involves mutual exploration of the suitability of the program for one's learning aims and goes beyond a traditional competitive process. Graduates of LIU Global earn the B.A. in Global Studies.

Admissions – Scholarship

LIU offers merit scholarships based on academic achievement, community service, leadership, previous international experience and the demonstrated desire to become a global citizen. To be considered for all LIU scholarships, applicants must file a FAFSA (fafsa.ed.gov). Check with the Office of Enrollment Services for deadlines. A detailed listing of scholarships can be found online at www.liu.edu/global/global-life.

LIU Global offers a rolling admissions policy and accepts applications for the spring (January) and fall (September) semesters. Applicants

wishing to apply are responsible for submitting a completed application and ensuring that all the supplemental materials are received by the Office of Admissions.

A completed application includes:

- **Completed Application Form** – Online Application (<http://www.liu.edu/Global/Admissions>) or Common Application (freshman only)
- **Application Fee** – Application Fee; non-refundable
- **Essay** – 250-500 words: How do you think your extracurricular activities, leadership skills and international experience have prepared you for an LIU Global education? This essay can be sent in a PDF directly to us at global@liu.edu or uploaded into the application.
- **Two Letters of Recommendation** – One must be from a teacher, professor, or counselor.
- **Official Transcript(s)** – High school and/or college (either in progress or showing degree conferral)
- **All NYS freshman and transfer** applicants must submit their high school transcript(s).

Optional:

- SAT/ACT Scores (required for merit scholarships) – use school code 2369
- AP Scores – use school code 2369
- IB Scores
- Additional Writing Sample
- High School Profile
- Résumé

International Student Admission Procedure

All international applicants must submit the application and supplemental documents no later than May 1 for September admission or October 1 for January admission.

- **Completed Application Form** – use our online form or hard copy.
- **Application Fee** – Application Fee; non-refundable
- **Essay** – 250-500 words; choose from three topics on the application form.
- **Two Letters of Recommendation** – one must be from a teacher or counselor who knows the applicant.
- **Official Transcript(s)** – translated; showing all secondary and/or university work completed or in progress, including G.C.E. or matriculation examination. To be considered official, a mark sheet, transcript or degree certificate must bear the school seal or signature of the school's registrar. A photocopy is official only if it has been certified by a school office from the original issuing institution, the U.S. Embassy or Consulate, or the student's own embassy or consulate after the photocopy is made. We do not accept notarized copies.
- **TOEFL** – an official score report for applicants whose native language is not English. Minimum acceptable score for admission is 90

Internet-based (IBT).

- **IELTS** – an official score report. Minimum acceptable score for admission is a "B."

LIU Global is a program in which students are required to study outside their home countries; therefore, all LIU Global students are at some point international students. Non-U.S. students need to be aware of visa requirements in obtaining permission to study in various countries. Not all country visas may be obtainable by students from certain countries. Non-U.S. students should discuss their interests and intentions thoroughly with their LIU Global admissions counselor.

International Transfer Students Only

Transfer students who were educated at institutions outside the United States must submit official transcripts in the original language with English translation/ evaluation (if applicable) from an approved evaluator.

Agencies listed here provide evaluations of educational credentials and course reports for students who were educated at foreign educational institutions:

World Education Services
P.O. Box 745, Old Chelsea Station
New York, NY 10113-0745
Phone: 212-966-6311
Fax: 212-966-6395

Center for Educational Documentation
P.O. Box 170116
Boston, MA 02117
Phone: 617-338-7171
Fax: 617-338-7101

International Educational Services
AACRAO
One Dupont Circle, NW, Suite 520
Washington, DC 20036
Phone: 202-296-3359
Fax: 202-822-3940

Costa Rica Center

Overview

The Costa Rica Center is the gateway to the Global Studies degree program, providing students with the academic tools and field experiences necessary to grasp the relationship between Central America and the larger world. In this yearlong program, students engage with contemporary Costa Rica and travel throughout Central America, studying the local effects of globalization and making sense of its impact on the region's people, politics, economies, and ecosystems. Students experience the ways in which the conquest of Indigenous America by Europeans 500 years ago and the forced migration of Africans continue to define the region. They also experience the ways in which governments, international organizations, entrepreneurs, and local communities are responding to the region's ongoing engagement with global economic, cultural, and political forces. The program includes the intensive study of Spanish (offered at all levels), homestays with Costa Rican families, fieldwork at sites around the country, and extended study travel experiences to Nicaragua and Panama.

Location

Costa Rica has a vibrant and diverse culture that offers exciting learning opportunities. Although the country is about the size of West Virginia, it contains about 4% of the Earth's biodiversity, with lush rainforest, high mountains, volcanoes, coastal plains, and beautiful beaches. The Costa Rica Center is in the university town of Heredia, which is located in the high central plateau on the outskirts of San José, Costa Rica's capital city. The Center is near the city's Central Park and about a mile from the National University.

Academic Program

The Costa Rica Center hosts all of LIU Global's first-year students as well as visiting study abroad students. The yearlong program introduces students to the region's place in the world through the Seminar on Central and Latin American Studies and the two foundational global studies courses. Students are also equipped with writing and research skills, as well as an increased capacity to communicate effectively in Spanish. Electives allow students to explore contemporary world literature and social entrepreneurship.

Students develop cross-cultural communication skills through reflective engagement with local families in homestays and during service learning projects, excursions, and field research. By engaging directly with communities in Costa Rica, Nicaragua, and Panama, students explore the interrelations among environmental, cultural, economic, and political issues, and understand how individuals and local communities are affected by and respond to global forces.

TRAVEL AND INTERNSHIPS

Field Experiences

Field experiences are at the heart of the Costa Rica Center's academic program. These are designed to provide students with direct encounters with topics studied in the classroom and to allow them to explore local solutions to global challenges. Students participate in both short field excursions on regular class days as well as longer travel itineraries designed to meet the learning objectives of specific courses. For example, past students have gone to the metropolitan area's water supply in the mountains to explore the local ecosystem, visited banana plantations to study labor and economic development, met with local NGOs to study refugee and human development issues, and traveled to indigenous communities to study local traditions and cultural revitalization efforts.

More extended itineraries include regional travel. Each semester, students take a field trip to a neighboring country, usually Nicaragua in the fall and Panama in the spring, to learn about the region's parallel cultures, to explore histories of colonialism and revolution, and to encounter the contemporary impact of global trade and direct foreign investment, etc.

Internships & Service Learning

In the fall semester, students carry out a one-week service learning project while placed as an intern with a partner organization. Students are given several options (subject to change each semester) of partner organizations with

which the Costa Rica Center has a relationship and for projects that the organizations have defined as a need. Not only do students learn about the organization and the related project, but they also explore and practice important ethical issues surrounding service learning.

During the spring semester, students design, plan, and document a two-week fieldwork project in Costa Rica (or approved alternative) as part of the Research Methods course. The goal of this two-week experience is to put fieldwork methods into practice, to examine theory in practice, and to explore areas of academic interests as well as identify new ones. In the past, students have carried out their field study in local indigenous and non-indigenous communities, non-governmental and governmental organizations, universities, and schools, and with local experts on a specific academic area of research. Topics vary, but in the past have included: sustainable agriculture, education, human rights, indigenous culture, women's rights, HIV/AIDS, environmental conservation, global economic systems, alternative energy, LGBTQ identities, and more. Students will be provided information on the different field research options with one of the Costa Rica Center's partner organizations.

PRACTICAL MATTERS

Prior to departure, students receive a detailed digital handbook that contains practical and academic information about the program, including critical dates and deadlines, logistical concerns, practical matters, and academic policies.

The following basic information is important to note.

TRAVEL INFORMATION

Passport

Students need a passport to enter Costa Rica and to travel to other Latin American countries. The passport must be valid for at least one year, in good shape, and have at least 10 empty pages.

Visas

Students must apply for an extended stay visa when they arrive in Costa Rica. The staff helps with this process, but students must bring with them the documents required for the visa application. For more information, refer to the [Costa Rica Travel & Visa Information Document](#).

Housing & Food

Living with a Costa Rican family is an important part of the program. It plays a key role in practicing Spanish and in learning about the local culture.

Homestays are located in urban neighborhoods close to the Costa Rica Center. The houses where students stay have basic, standard amenities including electricity, running water, telephone, and access to public transportation.

All students are asked to fill out a questionnaire regarding housing preferences and, based on that form, each student will be assigned a host family.

Host families provide breakfast and dinner during weekdays, and students receive a stipend to purchase lunch on school days. On weekends, hosts provide all three meals. Laundry and Internet access is also provided by the host family.

Europe Program

Overview

The Europe Program provides the opportunity for second-year LIU Global students to explore and experience the great cities of Europe and the impact that Europe has had on global history and politics. Through study travel in London, Berlin, Paris, Rome and Sarajevo as well as extended residence in Madrid and Florence, students gain unique perspectives on Europe's cultural and political innovations, as well as the impact these forces have had on the rest of the world. In this yearlong program, students study the emergence of the modern European nations and the role that these nations have played in the first wave of globalization during the Imperial Age. Students also gain an understanding of the role of Europe and the European Union as a major geopolitical player in the contemporary Global Age. The program has two parts: Europe I in the fall and Europe II in the spring semester.

Locations

The Europe I Program is based at the Franklin Institute at the University of

Alcalá, located in Alcalá de Henares, a UNESCO World Heritage Site approximately 20 miles northeast of the city of Madrid. Founded in 1499, the University of Alcalá is the second oldest university in Spain. The city was the place of important events in the history and culture of Spain, such as the birth of Cervantes and key meetings between Christopher Columbus and the Spanish monarchs that commissioned his voyages to America. From Alcalá, it is a convenient 30-minute train ride to central Madrid and to major cultural attractions, such as the Prado Museum, the Thyssen Bornemisza Museum, and the Reina Sofia Museum.

The Europe II Program is housed in the famed city of Florence, considered the birthplace of the European Renaissance. The Florence School of Fine Arts, the partner institution where LIU Global is housed, is located in the heart of the city's historical center, situated on a quiet street, steps away from Piazza Santa Croce. This historic neighborhood, one of the most beautiful settings in Florence, breathes the Renaissance atmosphere and is only minutes away from the Uffizi Gallery, Loggia dei Lanzi, the Arno River, and the historic Ponte Vecchio. This advantageous location provides LIU Global students with a vibrant and inspirational surrounding to study art, culture, and politics.

Academic Program: Europe I – Fall Semester – UK, Germany, Spain, Morocco

The first semester of the Europe Program begins with a two-week module in London and Berlin. Through lectures and experiential programming, students explore the emergence of the political culture of the modern European nation-state, the basic building block of international relations and global governance. For the second module, students move to the program's home base at the University of Alcalá to study the forces that have shaped modern Europe. Spain serves as a case study for exploring nationalism, identity, imperialism, security, and social development. The third module, linked to a fieldwork methods course, provides an opportunity for field research in Morocco. Student research focuses on the historical and contemporary forces that impact Europe from the Arab World and Africa, engaging in two key issues: political Islam and migration. Students visit Fez, the ancient cultural center of Morocco, and are introduced to the shared challenges that the economic and political relationship between Morocco and the European Union face. Students return to the University of Alcalá for the final weeks of the program to finish coursework and complete their research projects.

Key features include:

Module 1: Experiential course in Berlin and London that orients students to European political history, focusing on the transition from kingdoms and empires to the modern nation-state.

Module 2: Courses on Spanish language and culture delivered at the University of Alcalá, focusing on Spain as a case study of the evolution of Europe from ancient to modern times. Students also take a bibliographic research class in which they conduct a research project.

Module 3: Experiential and fieldwork modules in Morocco focus on issues relevant to Europe, namely political Islam and migration (a conversational Moroccan Arabic language course is an integral part of the module).

Module 4: Return to the University of Alcalá to complete research projects and coursework.

Academic Program: Europe II – Spring Term – France, Italy, Bosnia and Herzegovina

The second semester of the Europe Program focuses on the comparative politics of post World War II Europe, beginning with a two-week module in Paris and Rome. Through lectures and experiential programming, students gain a deeper understanding of the national constitutional arrangements that emerged in the postwar era and the role of the European Union in global governance and economic systems. For the second module, the program moves to its base at the Florence School of Fine Arts, where students take courses in documentary filmmaking, world cinema, Renaissance art, and conversational Italian. The program's third module takes students to Sarajevo, the capital of Bosnia and Herzegovina. Experiential programming in Sarajevo focuses on the theme of reconciliation in the aftermath of the ethnic conflicts that affected the

region following the breakup of the former Yugoslavia (1991-2001). During the final module, students return to Florence to complete their course requirements and their documentary video.

Key features include:

Module 1: Experiential course in Paris and Rome that focuses on the relationships between European national political systems and the ideals, aspirations, and interests represented by the European Union.

Module 2: Course work at the Florence School of Fine Arts in Renaissance art, world cinema, documentary filmmaking, conversational Italian, and the monotheistic religious traditions in Europe.

Module 3: Experiential and research module in Sarajevo, focusing on issues of ethnic and religious conflict in the context of reconciliation following the breakup of the former Yugoslavia (1991-2001).

Module 4: Return to Florence to complete projects and coursework.

At the end of the yearlong program in Europe, students gain a deeper understanding of "Europe" as a region characterized by profound tension, war, and aggression, but also one that has promoted a tradition of great humanist ideals. These ideals have forged, in the late 20th century, the European Union, one of the great experiments in transnational governance.

TRAVEL AND INTERNSHIPS

At the beginning of each semester, before settling in either Madrid or Florence, students engage in two weeks of travel to major European capitals in order to study the continent's political and cultural history as well as its impact on the rest of the world. Each semester also includes a separate fieldwork experience in a different country, where students undertake research into specific issues relevant to contemporary European culture and politics.

Travel Highlights for Europe I – Fall Semester

London

The exploration and experience of Europe's global impact begins in London, one of the world's authentically global cities and a leading financial center. London serves as our lens to examine the transition from kingdoms and empires to the modern nation-state. Visits include major museums, the Houses of Parliament, and political organizations. Students gain a deeper understanding of how the British Empire exercised, by the eve of the First World War, political and economic control of over 85% of the world, exporting the English language and culture throughout the Empire. Students also come to understand the way in which this imperial system disintegrated after the Second World War, giving way to the post-colonial world system and the European Union.

Berlin

Through the lens of Berlin, students compare and contrast constitutional political and economic frameworks of selected European countries in view of their domestic and international histories. Students learn how Germany in the late 19th century became a major economic and military power, destabilizing Europe's balance of power. This destabilization led to the First and Second World Wars, the Holocaust, the partition of Berlin, and the Cold War. Students are also introduced to a postwar Germany that has struggled to confront this past, re-emerging as a major player in both the contemporary European Union and the global economy. Excursions include visits to the sites that commemorate the crimes of Nazism, the Memorial to the Murdered Jews of Europe, Stiftung Neue Synagogue, the Berlin Wall, and the former East Berlin.

Morocco

Midway through their stay in Spain, students undertake a two-week excursion to Morocco to carry out the research tied to the course in fieldwork methods. An historical crossroads where Africa, the Middle East, and Europe come together, Morocco has a history of independence not shared by its neighbors. This Arab/African nation's distinct culture is a blend of Arab, indigenous Berber, Sub-Saharan, and French influences. Through research into the Moroccan context, students directly confront two issues that have ongoing impact on contemporary Europe: political Islam and African migration.

Travel Highlights for Europe II – Spring Semester

Paris

Paris, one of the world's cosmopolitan cultural centers, serves as our entrée into the study of comparative politics in postwar Europe. Students experience through monuments, museums, and multilingual neighborhoods the way France's five Republics and its Empire have generated a contradictory, multicultural France. As a birthplace of revolutions and the political innovations that produced the European Union, Paris has produced a sequence of fundamental documents that have contributed to the contemporary international order, including the Declaration of the Rights of Man and the International Declaration on Human Rights, etc. At the same time, contemporary Paris is a maelstrom of difference where emigrants from the former Empire - Africa, Asia and the Islamic World - struggle to find representation within contemporary French and European institutions.

Rome

Against the background of the capital of the ancient Mediterranean world and headquarters of world Catholicism, students continue their study of the constitutional arrangements that have shaped Europe in the post-WWII era. Through interaction with organizations and political institutions in Rome, students investigate the European Union's post-national political ideals and its place in the international system. It is also in Rome that the stage is set for students' study of the relationship among the civilizations that have been shaped by the three Abrahamic traditions (Judaism, Christianity, and Islam), a theme that continues throughout the semester.

Sarajevo

The excursion to Sarajevo offers students the opportunity to carry out independent research on issues of religious and ethnic reconciliation in Bosnia and Herzegovina. Until the disintegration of the former Yugoslavia in the 1990's, Sarajevo was famous for its traditional cultural and religious diversity, with adherents of Islam, Orthodoxy, Judaism, and Catholicism coexisting in relative peace for centuries. Students explore the way in which this coexistence degenerated into violence and genocide when Yugoslavia fell apart at the end of the Cold War.

PRACTICAL MATTERS

Prior to departure, students receive a detailed handbook in digital format that contains practical and academic information about the program, including critical dates and deadlines, logistical concerns, practical matters, and academic policies. The following basic information is important to note.

Passport

Students need a passport to enter the United Kingdom and to travel to other European countries. The passport must be valid for at least one year.

Visas

Visa Information for Spain

Students must obtain a 6-month student visa for Spain. To apply for this visa, students must visit the Spanish consulate that serves their state of residence no more than three months in advance with a series of documents and a money order in the amount of \$160. LIU Global provides students with most of the documents, including a letter of enrollment to the University of Alcalá in Spain, proof of means of support, and proof of accommodation.

Visa Information for Italy

Students may also need to obtain a student visa for Italy. Like Spain, students visit their local Italian consulate no more than three months in advance of the program start date. This visa requires similar documents as the Spanish student visa, some of which are provided by LIU Global.

Please refer to the [visa page](#) for further details. Students must make sure they visit the website of their state's consulate for specific application details as they may vary.

Housing & Food

Europe I – Fall Semester – Spain

Student accommodations are a combination of homestays with Spanish-speaking families and university dormitory housing (students live in the university dorms after their return from Morocco). Host families provide breakfast and dinner during weekdays, and students receive a packed lunch on school days. On weekends, host families provide all three meals. While living

in the dorms, students receive a meal stipend. The professional staff at the Franklin Institute provides all student support and logistical services.

Europe II – Spring Semester – Italy

Students are housed in dual occupancy apartments and provided with meal stipends. The professional staff at the Florence School of Fine Arts provides all student support and logistical services.

China Center

Overview

One of two program options for third-year LIU Global students is the China Center, immersing students in contemporary China, the world's emerging economic and political giant. From a home base in Hangzhou, a city that is both one of China's ancient imperial capitals and a leading center of entrepreneurship and business innovation, students engage in a yearlong program of intensive language learning, country-wide study travel, and coursework in Chinese history, politics, and social change. Students gain an in-depth understanding of the historical events that have produced modern China and learn through direct experiences the social and economic forces that shape the country today. Students who complete the program are able to navigate their way culturally, linguistically, and logistically in a society whose political and economic importance will only continue to grow.

Location

The program's setting in Hangzhou places students in the heart of a city famous for both its classical beauty and its livability. The China Center is walking distance from the banks of the famous West Lake, a majestic body of water encircled by temples, pavilions, and gardens that has been declared a UNESCO World Heritage Site. Hangzhou is home to 8 million people and dynamic corporations, with more entrepreneurial start-ups than any other city in China. Moreover, the city is only a one-hour train ride from Shanghai, China's international hub of finance and commerce. The program's integrated fieldwork allows students to engage with both Hangzhou and nearby Shanghai. During the course of the program, students also take extended study trips to Beijing and to culturally diverse Yunnan, the western province adjacent to Vietnam, Laos, and Myanmar.

Since 1989, the China Center has been located on the Zhejiang University campus. Consistently ranked as one of China's top five institutions, Zhejiang University enrolls over 42,000 undergraduate and graduate students, including over 3,000 international students. China Center students enroll in intensive Mandarin Chinese language courses at Zhejiang University's International College with students from all across the world.

Academic Program

The China Center combines in-depth engagement with Chinese history and language through curriculum and fieldwork that place developments in contemporary China within a global frame. During the first semester, a course in modern Chinese history facilitates students' understanding of the cycles of revolution and political innovation that have shaped the country. In a global "issues" course, students undertake fieldwork and bibliographic research on the Chinese context of specific global issues such as urbanization, global warming, gender inequality, and income disparity.

In the second semester, students enroll in a course focusing on China's ethnic minorities, a sector that includes 15% of the total population, as well as a course devoted to China's social development and change. This course includes a two-week fieldwork component in which students are placed with an organization whose mission aligns with both the course's topics and the student's interest.

During both the first and second semesters, students enroll in the intensive Mandarin Chinese program at Zhejiang University's International College. The Center also provides electives and independent studies each semester for students who are interested in pursuing minors.

TRAVEL AND INTERNSHIPS

Field Experiences

Field experience is at the core of the China Center's curriculum. While in residence in Hangzhou, students make short day trips to local villages, community organizations, businesses, and heritage sites. Extended field trips to different parts of the country take three to ten days. Itineraries include seminars with scholars and practitioners, presentations at the offices of international organizations, interface with grassroots organizations and remote rural

communities, and visits to museums and cultural events.

Fall Semester

BEIJING

In the fall semester, students visit Beijing, China's capital. Integrated with the Modern Chinese History course, the itinerary includes visits to the city's iconic monuments: the Forbidden City, Tian'anmen Square, the Summer Palace, etc. The core of the itinerary comprises meetings with government and business leaders. Depending on availability, students may discuss flash points in Sino-American relations with the Chinese government's political strategists, bilateral relations and global security with delegates from the U.S. Embassy; international negotiations and agenda setting with representatives from international organizations, and social responsibility with corporate executives. Students also take hikes along wild sections of the Great Wall and taste the famous Beijing Duck.

Spring Semester

YUNNAN

A signature feature of the China Center is a study trip to Yunnan province as part of the course in Ethnic Minorities Studies. Yunnan is home to representatives of over half of the country's ethnic minorities, in sharp contrast to the dominant Han culture of coastal China. Students spend almost two weeks traveling from the heights of the Tibetan highlands down to the Thai areas near the border with Myanmar. Students are sometimes placed in homestays among the Naxi people in the beautiful old town of Lijiang or among the Thai people in the southern tropics. Students visit environmental NGOs, gaining insight on the impact of development and tourism on the high lakes and forests in the region. In the provincial capital of Kunming, students experience the impact of tourism on local culture at ethnic theme parks.

Internships & Service Learning

During the spring semester, students participate in a structured experiential learning program through short-term internships with local organizations in Hangzhou and Shanghai. The internship program aims to provide students with an integrated, focused learning experience that is relevant to their emerging identities as international professionals. Placements are based on organizations' needs and students' academic interests, experience, and linguistic competencies.

Although the specific details vary according to the host organization, students undergo a formal process of preparation, documentation, reflection, and analysis as they plan and complete their internship. In addition to the two-week internship program, students are also able to design, in consultation with their advisors, additional internships or independent studies.

The following are examples of internship sites and independent study projects where LIU Global students have worked successfully in recent semesters:

- Non-profit Incubator (NPI), social entrepreneurship project
- Green Zhejiang, environmental protection project
- InTouch Zhejiang, journalism/magazine publishing
- Buy42, online charity shop project
- Museum Association at Hangzhou, Chinese cultural studies
- Shizhuzhai Woodblock Water Printing Studio, traditional Chinese arts

PRACTICAL MATTERS

Prior to departure, students receive a detailed handbook in digital format that contains practical and academic information about the program, including critical dates and deadlines, logistical concerns, practical matters, and academic policies. The following basic information is important to note.

Passport

Students need a passport to travel to China. The passport must be valid for at least 6 months.

Visa Information

All students enrolled in the China Center are required to apply for and obtain a Short-term Student Visa (X2 Visa) to enter mainland China, no matter

how long they plan to study in China. A tourist visa is acceptable for late applicants, but additional visa fees may apply after arrival.

For more information about China visa types and requirements, please refer to the Visa Information section of the website.

Housing

Students stay in on-campus housing at the International Student Building, a 10-minute walk from the China Center. There are two options for on-campus housing: shared apartment and single dorm.

Shared Apartments are half furnished and include two air-conditioned bedrooms with a shared bathroom and a kitchen. One bedroom is equipped with a single bed and the other is a double dormitory-style bedroom. Utilities are not included.

Single Dorms have an air-conditioned private room with a single bed and an en-suite bathroom. Dorms do not include house cleaning and includes only 60 kilowatts of electricity each month (enough to operate lights and a computer). Students using air-conditioning have to pay extra. Laundry service is available in the basement.

Food

On-Campus

There is an International Student dining hall located in the International Student Building that provides both Chinese food and a few Western options. There are also four student canteens located on campus.

Off-Campus

While traditional teahouses, small eateries and inexpensive outdoor markets abound, Western fast-food establishments like KFC, Pizza Hut, and McDonalds, and upscale restaurants serving Japanese, Korean, Thai, Argentine, Italian, Indian, French, and fusion cuisine can also be found throughout the city. Plenty of inexpensive and delicious Chinese noodles, dumplings, Turkestani, and Sichuan cuisine can be found near the campus, where students can select from a range of inexpensive and healthy foods.

Other Options

Students who are living in shared apartments also have a small kitchen in which to cook. There is also a fresh market and a Walmart close to the Yuquan Campus for groceries and food supplies.

Asia-Pacific Australia Program

Asia-Pacific Australia Program

Overview

The Asia-Pacific Australia Program engages students with the quest for sustainable development in the nations and peoples of contemporary Oceania and Southeast Asia. Through two semesters of courses and fieldwork, students study the challenges and innovative solutions that communities, organizations and nations are developing as they aspire to address one of the world's central questions: How can we, across a range of diverse cultures and countries, promote economic development without destroying our planet's ecosystems? Students study and travel across the region, focusing on this challenge from the perspectives of different communities, cultures and national political dynamics. From an administrative base in Byron Bay, Australia, the program explores the quest for sustainable development in Australia, Fiji, Thailand and Bali.

Locations

Students begin the fall semester by traveling to Nadi in the Pacific island microstate of Fiji, inhabited in almost equal proportions by Native Fijians and overseas Indians whose ancestors came as indentured laborers to Fiji in the 19th Century. Based on tourism and agriculture, Fiji's economy is subject to global market forces at the same time that it is dealing with the severe impacts of global warming, such as rising sea levels and extreme weather events. After more than two weeks in Fiji, students continue on to Byron Bay, Australia for four weeks. Still tied to the British sovereign, Australia is shaped by its imperial legacy, multicultural society and the vibrant postcolonial resurgence of Aboriginal peoples. Its standard of living remains high, given its integration into the world economy and its role as a source of raw materials and services for China's and India's development. Historically allied to European and North American powers, Australia is currently in the process of integrating itself more fully into its Asian neighborhood. The final leg of the first semester takes students to Chiang Mai in the Buddhist Kingdom of Thailand, a land of stark contrasts. Its dramatic culture and welcoming people have made it a renowned tourist destination. At the same time it is plagued by ingrained economic inequality, severe practices of exploitation, and complex regional geopolitics. In the spring semester, students deepen their introduction to Australia by spending twelve weeks in the vibrant beachside community of Byron Bay, approximately 100 miles south of Brisbane. Renowned for its beautiful natural environment and cultural vitality, Byron Bay boasts a dynamic mix of a strong Aboriginal heritage, a cosmopolitan counter culture, and a dynamic creative industry. Students live on the doorstep of Byron's stunning South Pacific beaches, interact with locals and travelers from all over the world, and immerse themselves in the region's thriving cultural and activist life. The spring semester ends with a two-and-a-half week program in Bali, a culturally autonomous Hindu island in the Islamic Indonesian archipelago. Renowned for the way in which its ancient culture continues to thrive and adapt itself to the modern world, it is an example of a people striving to manage its cultural and environmental resources in the face of globalization.

Academic Program

The fall semester program centers on environmental and economic challenges across the Asia Pacific region. Students receive an intensive introduction to these issues and the region in a course that takes place during the first half of the semester. Also spanning the first half of the semester, students conduct a more focused investigation of coastal ecology in Fiji and Australia, drawing heavily on their experiential engagement with the local environment. The second half of the semester takes students to Thailand where they focus on the national context and its religious, cultural, and political dimensions. Once familiarized with this context, students take a one-month intensive course in development theory and practice, drawing on their engagement with projects in the surrounding area. Spanning the entire semester, the third iteration of the Global Studies core sequence guides students through a survey of key challenges for human development and survival across the globe. The semester concludes with two weeks of a guided, collective case study that walks the group through the independent research process, focusing on the local

manifestation of a global issue. Highly focused introductory readings and lectures prepare the group for a week of field observations with their professor in a remote location, followed by a debriefing to crystallize the observations into analysis. These two weeks will model the kind of research students will be asked to do independently in their senior year.

The spring semester program begins with a foundational module of lectures and experiential programming at its home base in Byron Bay. Named by Lt. James Cook in 1770, Australia's easternmost point is the setting for studying the forces of European colonialism that shaped the modern Australian nation-state and its devastating impacts on both Aboriginal peoples and local ecosystems. Through extensive fieldwork within the wider Byron region, students have the opportunity to learn directly from local activists, social entrepreneurs, and community leaders about alternative and decolonial responses to social and environmental challenges.

The second module consists of contrasting field experiences in the iconic Great Barrier Reef, the multicultural metropolis of Sydney, and a range of national parks on the Great Dividing Range. The module culminates in a weeklong bush camp with Aboriginal people on their land. Through lectures and experiential programming, students study the interconnectedness of prominent eco-cultural issues such as land rights, sustainable development, and biodiversity conservation.

For the final module, the program moves to Bali, Indonesia, where students deepen their entrepreneurial thinking and leadership skills through engagement with local social and environmental issues. They develop collaborative partnerships with Balinese students in search of local solutions to global issues. Bali's long history of successfully integrating different cultures, religions, and traditions makes its people's responses to globalization a powerful counter example to parallel challenges in Australia.

Travel and Internships

Field Experiences, Camping, and Travel

Field trips form an essential component of the Asia-Pacific program curriculum in both the fall and Spring Semesters. All trips are tightly integrated with the theories, concepts, and themes that students learn about in their courses. It is important to note that field trips are subject to change.

Fiji: While studying in Fiji, students can expect to immerse themselves in local communities and cultural activities. They will visit with local activists and advocacy groups, snorkel and/or scuba dive on major coral reef sites and trek through national parks.

Australia: Students can expect to experience weekly field trips in and around Byron Bay to national parks and local non-governmental organizations. Extended trips to other major cities including Sydney and Brisbane may be incorporated into both the fall and spring semesters. A trip to the Great Barrier Reef will be included in the spring semester only. Students studying in Australia in the spring will also participate in a weeklong aboriginal bush camp experience. During this trip, students will be camping on aboriginal land in the Northern Rivers region and learn directly from respected aboriginal elders, experience the beautiful local environment, and gain a finer appreciation for indigenous values, perspectives, and knowledge.

Thailand: During the Thailand component of the Asia-Pacific fall semester, students will have the opportunity to visit Buddhist temples and monasteries, local farms and advocacy groups including EMPOWER, a local sex worker rights organization in Chiang Mai and Urban Light, an organization that provides vocational and educational services to young boys involved in the commercial sex industry.

Bali: While traveling around Bali, students have the opportunity to experience different environments and aspects of Balinese culture. They also interact with and learn from a range of Balinese community leaders, students, and organizations engaged in activism, advocacy, and social and ecological entrepreneurship. Students will also have the opportunity to visit a coral reef restoration site and develop collaborative projects with local Indonesian students at Ganesha University.

Internships & Service Learning

During each fall and spring semester in the Asia-Pacific program students may have the opportunity to participate in short-term voluntary internship and

service learning projects. The following list provides a sample of potential opportunities and is subject to change.

- Care for injured sea turtles and wild birds at the Australia Seabird Rescue project near Byron Bay, Australia.
- Learn aboriginal techniques for conserving coastal and marine ecosystems while volunteering at the Arakwal National Park in Australia.
- Try out your journalism skills reporting on-air radio stories on local community issues and events for Bay FM, Byron Bay's local radio station.
- Teach English at EMPOWER, a local sex worker rights organization in Chiang Mai, Thailand.
- Plant and harvest vegetables and learn to make organic fertilizer at Buddhist monastery along the Thai-Myanmar border.

Practical Matters

Prior to departure, students receive a detailed digital handbook that contains practical and academic information about the program, including critical dates and deadlines, logistical concerns, practical matters, and academic policies.

The following basic information is important to note.

Passport

All students planning on studying abroad with the Asia-Pacific program must carry passports valid for at least one year as of the program start date. Passports must also have at least four blank pages for visas and entry and exit stamps.

Please also note that all visa information listed below pertains to students travelling on a US passport. Citizens of other nations outside the U.S. should check the relevant immigration department websites of Australia and Indonesia for information.

Visa

Fiji: Students will not need a visa for Fiji.

Australia: LIU Global students must apply for an ETA (Electronic Travel Authorization). The ETA application can be completed online at www.eta.immi.gov.au and costs around US\$20. Students should print the ETA receipt or confirmation of the document to take with them to Australia.

Thailand: Students must apply for a Non-Immigrant ED (education) visa in the U.S. prior to studying abroad. This visa can be obtained at the Royal Thai Embassy or Consulate in the United States. Note that the visa must be used within 90 days from the date of issue. Therefore, do not apply for this visa before July 30th 2016. Visit this link to see the list of required documents. We will send students the necessary documents to apply for the visa in advance of that date (letter with letterhead from the educational institution in Thailand).

Indonesia: For the Bali component of the program, students will not need to apply for a visa. Visas will be issued upon arrival in Bali and will be valid for 30 days. Each visa will cost around US\$35. Students must be able to show proof of a planned departure (i.e., airplane ticket) from Indonesia within 30 days of arriving in the country.

Housing and Food

Fiji: During the Fiji trip, students will stay at hostels, eco-resorts and in community-based homestays.

Australia: Students live together in comfortable and modern rented beach houses located in Byron Bay region. Decisions about living arrangements are made by students upon arrival, with 6--7 students sharing a house and students often also sharing rooms with other students. Each of the houses has a television, DVD player and washing machine. All houses have full kitchen facilities and students will be able to cook their own meals. While traveling on field trips, students can expect to stay in hostels, guesthouses, cabins and tents.

Thailand: Students will stay in shared apartments while living in Chiang Mai. While on field trips, students can expect to stay in other basic shared accommodations including but not limited to shared dorms and homestays.

Indonesia: When in Bali, students will mostly stay in local family--owned homestay accommodations. They may also stay in hotels, beach bungalows and university dormitories.

Students will receive a weekly food allowance and are encouraged to do their own shopping and cooking, either individually or communally. During field and camping trips the program may provide some meals. Students can expect to receive a reduced weekly food allowance during weeks where there are field and camping trips where meals will be covered by the program.

International Research & Internship Semester (IRIS)

Overview

After the extraordinary three-year journey around the world, LIU Global students complete their Global Studies degree in an equally extraordinary senior year. The year is composed of two parts:

1. The International Research and Internship Semester (IRIS) in the fall
2. The Capstone Semester in New York City in the spring

Through independent research carried out over these two semesters, culminating in the senior thesis, students develop expertise on a global issue of their choice. Then through two internships, one international and one in New York City, students prepare for the next steps in their careers.

After executing a proposal developed in the spring semester of their Junior year, students carry out their IRIS program at one of the LIU Global IRIS sites. IRIS includes (a) the first stage of their senior thesis research, (b) a professional internship, and (c) a self-designed "special studies" program developed in consultation with advisors. This self-designed program is the opportunity for students to deepen their academic and professional engagement with one of the pressing global challenges of our times.

Locations

Students can develop their independent programs for LIU Global Centers in Costa Rica, Australia, China, or Spain. Students are also able to propose IRIS programs with one of LIU Global's partner organizations. (Potential sites now include emerging opportunities in Bali, Trinidad & Tobago, Thailand, and Morocco.)

Academic Program

In the fall semester of the senior year, students enroll in the International Research and Internship Semester (IRIS), a program that facilitates the development of students' expertise on one of the pressing global challenges of our times. The IRIS experience forms the basis of the senior thesis that will be completed in the Capstone Semester.

The Junior Seminar and the IRIS Proposal. Students develop their programs for IRIS during their third year in LIU Global. In the Junior Seminar, students identify a global challenge or issue that they wish to investigate in depth. They develop a bibliography that acquaints them with the scale and scope of the challenge, and then investigate the responses to this challenge that are being developed around the world. These responses may include policy, activist, or entrepreneurial solutions carried out in government, business, NGO, or community settings. Students then select a specific location from among the LIU Global IRIS sites where they are able to engage with the issue directly. They develop a research proposal that allows them to investigate both the issue's local manifestation as well as the local responses to it. They also identify and secure an internship from one of LIU Global's partner organizations whose activities are relevant to the students' research. Students then execute their IRIS proposal in the fall semester of their fourth year.

The IRIS Curriculum. The IRIS curriculum includes two required courses. Senior Thesis I assists students to refine and execute their research design, keeping them on track with methodology, documentation, and deadlines. This is an online course delivered to all IRIS students around the world by the Senior Thesis Coordinator. The Internship in Global Issues course assists students to prepare for, execute, and analyze their internship experience. This course includes an evaluation of the internship site's impact on the student's chosen issue or global challenge, as well as the student's self-reflection on his or her role as an organizational player. Overseen by the IRIS advisor, the course is also the context for regular, scheduled mentoring throughout the semester.

In addition to the two required courses, students identify opportunities that help them deepen their expertise. A set of Special Topics courses provides the framework for students to develop their expertise through their work with local experts, universities, or institutes (if relevant, these opportunities may include language study). This self-designed learning plan is part of the IRIS proposal, which is developed and approved during the Junior Seminar. The student's

IRIS advisor oversees and evaluates the execution of the individualized learning plan.

TRAVEL AND INTERNSHIPS

IRIS students develop their travel itinerary and their internship placement as part of the Junior Seminar. The Internship in Global Issues places students at an organization that is tackling the global issues they want to explore, allowing them to gain experience that assists in building a future career. The semester-long immersion in a cross-cultural, professional setting also helps students in building their knowledge base around a particular global issue, through learning from local individuals who are working to solve a local manifestation of that issue. Students engage with specific scenarios and circumstances, aligning global theories with local praxis. The internship builds students' leadership skills, develops their ability to communicate cross culturally, and helps them to effectively navigate a complex professional environment with a view toward making an impact.

PRACTICAL MATTERS

Prior to departure, students receive a detailed handbook in digital format that contains practical and academic information about the program, including critical dates and deadlines, logistical concerns, practical matters, and academic policies. The following basic information is important to note.

Passport

Students need a passport to travel to an international location. The passport must be valid for at least one year, in good shape, and have at least 10 empty pages. Students must make sure that it gets stamped at the airport when they enter the country.

Visas

Students may need to apply for an extended stay visa if they are conducting their IRIS at an international location. LIU Global staff guides students through the process depending on their academic plans.

Housing & Food

Housing and food are covered by the program's room and board fee. Housing arrangements depend on the student's location of study and can vary from homestays, residencies at local universities, or internship housing placements.

New York City Center - Capstone Semester

Overview

In the final semester of their senior year, students complete their LIU Global education in New York City. New York is one of the world's greatest metropolitan hubs, the place where people and organizations from everywhere converge. Based at LIU Global's headquarters in Brooklyn, the Capstone Semester provides the opportunity for students to work with faculty and mentors to complete their senior thesis and to start their transition to post-college life through an internationally oriented internship. They are also able to deepen their specific academic expertise by enrolling in courses at LIU Brooklyn or, with help from their advisors, accessing relevant elements of New York's infinite global resources through independent studies.

Location

LIU Global is housed on the campus of LIU Brooklyn, a complex located in the newly revived downtown Brooklyn. Founded in 1926, the Brooklyn campus is the original home of Long Island University. Its 11-acre site located in the heart of the "Brooklyn Renaissance" is convenient to all subway lines and is minutes away from the Manhattan financial district. The LIU Brooklyn complex includes an impressive array of state-of-the-art facilities, including a \$40 million athletics, recreation, and wellness center. Students have a number of housing options: the on-campus dormitory, off-campus student residences, rooms in private homes, or apartment shares.

Academic Program

The Capstone Semester is a culminating stage in the B.A. in Global Studies. The integrated curriculum consolidates the knowledge and skills students have gained during their studies and travels around the world. It is also a time for students to prepare for the next steps in their careers as they "re-enter," transitioning to life after college. The program includes several integrated elements:

Senior Thesis. Students transform the research they completed in their IRIS program in the fall into a senior thesis, framing their findings in the literature relevant to a major global issue. Students present their work in a poster session at a campus-wide research event.

New York City Internship. Students secure an internship at an organization or enterprise relevant to their academic and professional aspirations. The internship is contextualized in an experiential course dedicated to New York as a global city.

Excursion to Washington, D.C. Through a weeklong excursion to the capital of the United States of America, students gain access to the full range of governmental and non-governmental organizations that impact foreign policy, security, global finance, and activism.

In consultation with their advisor, students are also able to enroll in courses at LIU Brooklyn or conduct independent studies linked to New York's infinite international resources. Through a combination of coursework, self-directed research, and field experience, students engage the global in the local, completing their four years of experiential education around the globe in one of the world's great cosmopolitan centers.

TRAVEL AND INTERNSHIPS

Field Experience

The Capstone Semester accesses New York City's limitless international resources through site visits integrated into the coursework. Adjusted each semester in accordance with new opportunities, students visit the UN headquarters and UN-affiliated organizations, diplomatic missions, NGOs, financial institutions, museums, and political entities committed to international development and activism. Students also meet with local people and community groups, assuring that students experience Brooklyn and New York's diverse communities and distinctive social fabric.

A cornerstone of the program is the weeklong excursion to Washington, D.C., where students learn about the interaction of government, NGOs, and lobbying groups at national and international levels. Course visits have included the World Health Organization, the Campaign for Innocent Victims in

Conflict, the Friends Committee on National Legislation, the World Bank, Oxfam, The Fund for Global Human Rights, Bank Information Center, National Endowment for Democracy, and the U.S. State Department.

Internship

As part of the Capstone requirements, all students acquire an internationally oriented internship. New York City is unsurpassed in the variety of organizations and resources available for internship placements. Some organizations where students have interned include:

- Appalachian Mountain Club
- Arab American Association of New York
- Asia Society Policy Institute
- Brooklyn Academy of Music (BAM)
- Brooklyn Botanic Garden
- Clowns Without Borders
- Community Roots Charter School
- Esperanza – Vera Program for Juvenile Justice
- Gay Men's Health Crisis
- Human Rights Watch
- Lower East Side Settlement House
- Metropolitan Museum of Art
- New York City Coalition Against Hunger
- New York City Department of Environmental Protection
- New York City Department of Health and Mental Hygiene
- New York League of Conservation Voters
- Office of the Borough President of Brooklyn
- Oxfam International
- Physicians for Human Rights
- Quaker Mission to the UN
- Redhawk Native American Arts Council
- Slow Food USA
- Soliya
- Southside Mission Immigration Services
- Tenri Cultural Center
- Tibet House
- World Health Organization (WHO) at the United Nations

PRACTICAL MATTERS

Travel Information

Capstone students receive a 30-day unlimited Metrocard each month to ride NYC's subways and buses.

Housing & Food

Students have a number of housing options that include living in the on-campus dormitory, off-campus student residences, rooms in private homes, and shared apartments. Most LIU Global students choose to find their own rentals with other students studying in New York City. Because rent is expensive in Manhattan, most LIU Global students choose to live in Brooklyn and Queens where there are more housing options at lower costs.

Meal plans are available for students who live on campus. New York provides a plethora of experiences for all tastes, including inexpensive ethnic restaurants, cafes, vegetarian eateries, etc. Brooklyn is a culturally diverse area that offers abundant Caribbean, Indian, Chinese, Japanese, Korean, Italian, Kosher, and other foods from every region of the world.

Capstone students do not pay a room and board fee.

B.A. in Global Studies

What Is Global Studies?

Global Studies is the investigation of the world as an integrated and increasingly interdependent political, economic, cultural and ecological system. The discipline equips future leaders to understand the challenges facing humanity as a whole and to contribute to the development of solutions to these challenges. Building on a fifty-year tradition in worldwide education, LIU Global students:

- Engage in an rigorous program of experiential learning across four continents that equips them to understand the world directly.
- Acquire serious academic skills and disciplinary competencies that enable them to make sense of the impact of global integration and rapid change.
- Develop leadership and problem solving skills that empower them to devise, incubate and evaluate solutions to global challenges through policy development, entrepreneurship and advocacy.

All LIU Global students engage in required course work, field experience, integrated travel, internships and independent research as they rotate through the centers and programs around the world. During their final year, students complete a senior thesis and engage in a senior level internship linked to their area of specialization. Students are also able to complete optional minors through taking a sequence of disciplinary courses in International Relations, Arts and Culture or Social Entrepreneurship.

B.A., Global Studies

[Program Code 29650]

Plan of Study

Costa Rica - Fall Semester

GCOS 110	Central American & Caribbean Studies Seminar	3.00
GCOS 116	Foundations of Global Studies I	3.00
GCOS 130	Foundation Year Orientation Seminar	3.00
GCOS 170	The Argumentative Essay	3.00
GCOS 120	Beginner Spanish	4.00

Costa Rica - Spring Semester

GCOS 118	Foundations of Global Studies II	3.00
GCOS 146	Introduction to Research Methods	4.00
GCOS 173	Writing the Research Paper	3.00
GCOS 174	Globalization in Contemporary World Fiction	3.00
GCOS 121	Beginner Spanish	4.00

Europe I: Spain - Fall Semester

GEUR 301	Civilization, Politics & Contexts	4.00
GEUR 303	European Politics	3.00
GEUR 304	Introduction to Spain	3.00
GNYC 270	Bibliographic Research	3.00
GEUR 222	Intermediate Spanish	3.00

Europe II: Italy - Spring Semester

GEUR 300	Comparative Politics & the European Ideal	3.00
GEUR 305	World Cinema	3.00
GEUR 307	Art of the Renaissance in Florence	3.00
GEUR 309	Exploring Documentary Video	3.00
GEUR 320	Conversational Italian	1.00
GNYC 346	Advanced Methods in Field Research	4.00

Asia-Pacific - Fall Semester

GAPC 300	Political Economy and Ecology in the Asia-Pacific Region	3.00
GAPC 320	Introduction to International Development	3.00
GAPC 330	Religions, Culture & Politics in Thailand	4.00
GAPC 334	Coastal Ecology, Development and Climate Change	3.00
GNYC 318	Global Studies: Theories, Issues, Solutions	3.00

Australia - Spring Semester

GAUS 330	Culture, Politics & Identity in Australia & Bali	3.00
GAUS 331	Environmental Sustainability	3.00
GAUS 332	Encountering Nature in Australia & Bali	3.00
GAUS 333	Australia's First Peoples	3.00
GAUS 334	Australian & Indo-Pacific Perspectives on Coastal Environmental Issues	3.00
GNYC 340	Junior Research Seminar	3.00

China - Fall Semester

GCHI 310	Modern Chinese History	3.00
GCHI 312	Heritage and Innovation	2.00
GCHI 322	Intensive Mandarin Chinese	8.00
GCHI 361	Chinese Martial Arts (Elective)	1.00
GNYC 318	Issues in Global Studies	3.00

China - Spring Semester

GCHI 311	Experiential Learning in a Chinese Context	2.00
GCHI 317	Topics in Chinese Society and Change	3.00
GCHI 323	Intensive Mandarin Chinese	6.00
GCHI 330	Ethnic Minority Studies	3.00
GCHI 332	The Arts and Society in Contemporary China	3.00
GNYC 340	Junior Research Seminar	3.00

International Research & Internship Semester - Fall Semester

GNYC 401	Senior Thesis I	4.00
GNYC 403	Internship in Global issues	6.00
GNYC 404	Special Topics in Global Studies	3.00

or

GNYC 405	Special Topics in International Relations	3.00
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or

GNYC 406	Special Topics in Arts & Communications	3.00
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or

GNYC 407	Special Topics in Entrepreneurship	3.00
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New York City - Capstone - Spring Semester

GNYC 400	Capstone Seminar	3.00
GNYC 402	Senior Thesis II	3.00
GNYC 430	Current Issues in Global Governance	3.00
GNYC 433	Capstone Internship Electives	6.00

Credit and GPA Requirements

Minimum Total Credits: 128

Minimum Overall GPA: 2.0

MINORS

Minor in International Relations

The minor in International Relations orients students to the historical origins and the contemporary operations of the global political system. After completing the program, students will understand the emergence of the nation-state system through the history of Europe and its Empires. They will likewise understand how the institutions of global governance, founded in the period following the Second World War, aspire to cope effectively with humanity's common concerns. Students also explore the stresses that contemporary events are exerting on both the system of governance and our capacity to make

sense of the world system as a whole. Students supplement their study of global governance with courses in regional and national political cultures.

In order to meet the 15-credit requirement for the International Relations minor, students complete:

- At least three courses from Category A (9 credits) [1]
- Two additional courses selected from category A and B (6 credits)

Category A The International System and Governance

GCOS	118	Foundations of Global Studies: The World Economy and Global Governance	3.00
GEUR	303	European Politics: The Emergence of the Modern Nation State	3.00
GEUR	300	Comparative Politics & the European Ideal: National Governments & the European Union	3.00
GNYC	409	Classical Theories and Contemporary Issues in International Relations	3.00
GNYC	430	Current Issues in Global Governance: The Role of International Organizations	3.00

Category B National and Regional Political Contexts

GCHI	310	Modern Chinese History	3.00
GAUS	330	Culture, Politics & Identity in Australia and Bali	3.00
GAPC	330	Religions, Culture & Politics in Thailand	3.00
GNYC	405	Special Topics in International Relations	3.00
GEUR	318	Understanding Europe: Present and Future of European Union	3.00

Minor in Social Entrepreneurship

The LIU Global Minor in Social Entrepreneurship equips students with the knowledge and skills necessary to imagine, plan and execute sustainable entrepreneurial ventures that produce social good. Through courses and integrated fieldwork delivered at our programs around the world, students learn the ways in which entrepreneurs use business principles to channel market forces so as to address important social needs. Students obtain a broad understanding of

this exciting global phenomenon and develop necessary design thinking and entrepreneurial skills. Through engaging with social entrepreneurs in different regions of the world, students are also exposed to the positive social impact innovators are making. Through projects or internships, students pursuing this minor will explore how they can be positive agents of change in their communities and future professional lives.

In order to meet the 15-credit requirement for the Social Entrepreneurship minor, students complete:

- At least three courses from Category A (9 credits)
- At least two additional courses selected from category A and B (minimum 6 credits) [2]

Category A: Core courses in Social Entrepreneurship (at least 3 courses)

GNYC	200	Introduction to Social Entrepreneurship	3.00
GNYC	316	Business Fundamentals for Social Entrepreneurs	3.00
GNYC	416	Field Seminar in Social Enterprise	3.00
GNYC	307	Special Topics in Entrepreneurship (with Dean's permission)	3.00
GNYC	407	Special Topics in Entrepreneurship (with Dean's permission)	3.00
ENT	200	Entrepreneurship and Innovation	3.00
ENT	302	Developing a New Business Model	3.00
ENT	304	New Venture Capital	3.00

Category B Social Entrepreneurship in Regional Contexts (up to 2 courses)

GEUR	323	Principles of Management	3.00
GEUR	324	Business Finance	3.00
GEUR	325	Principles of Marketing	3.00
GAUS	335	Social Entrepreneurship & Innovation for Sustainable Development	3.00
GCHI	321	Women's Leadership in Social Innovation	3.00
GNYC	412	International Internship in Entrepreneurship	3.00
GNYC	414	Capstone Internship in Entrepreneurship	3.00

Minor in Arts and Communications

The LIU Global minor in Arts and Communications equips students with the skills and knowledge fundamental to the visual communication. Core courses orient students to the basics of strategic communication and a selection of contemporary media platforms. Electives broaden students' understanding of fine art and popular genres from around the world. Through study and experience of various media markets and aesthetic traditions, students are equipped to work effectively in the world's increasingly integrated visual environment.

In order to meet the 15-credit requirement for the Arts and Communications minor, students complete:

- At least three courses from Category A (at least 9 credits)
- Two additional courses selected from category A or B (6 credits)

With the Dean's approval, appropriate courses taken with prior approval at LIU Brooklyn during the Senior Capstone semester can be treated as equivalent to courses in Category A and B.

Category A: Core courses in Arts and Communications (at least 3 courses)

GCOS	134	Introduction to Strategic Communication	3.00
GEUR	309	Exploring Documentary Video	3.00
GEUR	306	Visual Design for the Web	3.00
[3] MA	106	Video Workshop I or MA 108 Video Workshop II	3.00
[4] MA	118	Digital Photography I or MA 122 Digital Photography II	3.00
[5] MA	124	Computer Graphics I or MA 132 Computer Graphics II	3.00

Category B: Electives [6]

GEUR	311	Masters of Spanish Painting	3.00
GEUR	305	World Cinema	3.00
GEUR	307	Art of the Renaissance in Florence	3.00
GEUR	325	Principles of Marketing	3.00
GCHI	332	The Arts and Society in Contemporary China	3.00

GNYC 406 Special Topics in Arts 3.00
and Communication
(with Dean's
permission)

[1] With the Dean's approval, courses taken with prior approval at LIU Brooklyn during the Senior Capstone semester can be treated as equivalent to courses in Category A and B. Lists of appropriate courses that align with the Capstone Semester schedule will be identified each fall as students are building their schedules for the Capstone Semester in the spring.

[2] With the Dean's approval, appropriate courses taken with prior approval at LIU Brooklyn during the Senior Capstone semester can be treated as equivalent to courses in Category A and B. Lists of appropriate courses that align with the Capstone Semester schedule will be identified each fall as students are building their schedules for the Capstone Semester in the spring.

[3] Students are placed in the first or second of these courses based on their previous academic experience by the chair of the Media Arts Department.

[4] See above

[5] See above

[6] Other courses may fulfill elective requirements with the dean's approval.

China Center Courses

GCHI 310 Modern Chinese History

This course surveys modern Chinese history and the origins of nationalism. Students explore how China transformed from the insular “Central Kingdom” to an influential member of the world community and a dynamic force in the world economy in little more than one century. The course concentrates on recent Chinese history and the relationship between China and the West including the collapse of the imperial system under Western intellectual influences and military pressure, the national movements in the wake of foreign invasions, and communist rule following the Second World War.

In order to register for this course, the student must be an active member of the Global College Student Group.

Credits: 3

Every Fall

GCHI 311 Experiential Learning in a Chinese Context

This course accompanies the placement of students in internships or service learning contexts in LIU Global's China programs. Although the specific details will vary according to the organization with which students are placed, all students undergo a formal process of preparation, documentation, reflection and analysis as they plan and complete their experiential project. Students work closely with their advisors to set goals, to articulate their projects' relationship to their larger professional and personal aspirations, and to document the outcomes of the experience in a graded written paper.

In order to register for this course, the student must be an active member of the Global College Student Group.

Credits: 2

Every Spring

GCHI 312 Heritage and Innovation

The purpose of this course is to introduce students to the learning environment surrounding Hangzhou through a cultivated geographic survey. Situated in the richest part of the Yangzi Delta and along the 2000-year-old Grand Canal, this region, China's most dynamic zone of economic development, has been a cultural hub since before Marco Polo's visit here in the 13th century. Class is designed around excursions throughout the Jiangnan region, including some of Hangzhou's best known historical sites, Suzhou, Shaoxing and modern Shanghai. Each trip will be accompanied by assigned readings and classroom discussion, with the purpose of seeing how cultural heritage is redesigned and promoted in the framework of international tourism and how traditional norms are altered by the market economy.

In order to register for this course, the student must

be an active member of the Global College Student Group.

Credits: 2

Every Fall

GCHI 317 Topics in Chinese Society and Change

This course will survey social and cultural changes in the past 40 years. The students will be challenged to understand what happened in the period of the Cultural Revolution and those during the post-Mao era by focusing on gender issues and family structure. Students are expected to explore the meaning and the significance of these changes within the structure of the traditional Chinese culture and from the perspective of encountering the culture from abroad.

In order to register for this course, the student must be an active member of the Global College Student Group.

Credits: 3

Every Spring

GCHI 322 Intensive Mandarin Chinese: Fall Semester

Intensive Mandarin Chinese is designed for the beginning students and focuses on the full range of linguistic competencies, including speaking, listening skills in Mandarin as well as beginning reading and writing of Chinese characters. Students will learn pin yin and focus on learning tones early in the semester and then move on to vocabulary acquisition and basic character recognition and writing. Students with previous exposure to Chinese can begin from a level corresponding to their proficiency.

In order to register for this course, the student must be an active member of the Global College Student Group.

Credits: 8

Every Fall

GCHI 323 Intensive Mandarin Chinese: Spring Semester

This course is a continuation of GCHI 322. Students continue comprehensive study of spoken and written Chinese. The goal of this class is to provide students with the listening skills and speaking fluency necessary to communicate with Chinese peers, faculty and the surrounding community generally as well as a level of character recognition that provides the basis for students to navigate maps, street signs, markets and travel with confidence independently in China. For students with beginning Chinese, or for those who are already proficient, various levels are possible from which the course could begin.

In order to register for this course, the student must be an active member of the Global College Student Group.

Credits: 6

Every Spring

GCHI 330 Ethnic Minority Studies

This course will introduce students to the 55 official minority nationalities of China and their

integration and development in the last fifty years, which includes the colonial and assimilative pressure applied by the Han majority. The focus will be on issues such as education, tourism, and government policies that cause the 'loss' of traditional minority cultures while also providing greater avenues for the promotion of local ethnic culture through economic development and connections with the outside world.

In order to register for this course, the student must be an active member of the Global College Student Group.

Credits: 3

Every Spring

GCHI 361 Chinese Martial Arts

This course will introduce students to the traditional Chinese longevity exercise of Yang style taijiquan, soft-style Chinese martial arts. While the content of the course will be determined to some extent by an assessment of the students' abilities and interests, in general, during the Fall-semester students will be taught the long form with 42 movements. Spring semester students, again, in accordance with student abilities and interests, will learn the short form with 24 movements, which is the Chinese national standard form first promulgated in 1956 by the National Physical Culture and Sports Commission of the People's Republic of China in Beijing. These forms are based on the longer 108 movements of the Yang family style taught by Yang Luchan (1799-1872) to the Imperial Guards of the Manchu Court during the Qing dynasty. Taiji is a Daoist cosmological term that means “supreme ultimate” and Quan means “fist.” The actual number of movements taught to a specific student will be determined by the progress made through the semester. In addition, in both semesters, the specific style will be determined by the instructor's assessment of the students' abilities as well as consultation with the students about their own goals and interests.

In order to register for this course, the student must be an active member of the Global College Student Group.

Credits: 1

Every Fall and Spring

GNYC 318 Issues in Global Studies

The objective of Issues in Global Studies is to orient students to the theories of globalization and use them to shed light on the major issues faced collectively by humanity. Students will acquire a basic understanding of the way major thinkers in economics, political science, environmental science and cultural studies articulate the acute issues characteristic of the Global Age. Students will also learn how these same disciplinary perspectives may contribute to policy, entrepreneurial and advocacy solutions. Students will complete a project focused on a global issues that is of specific interest to them, developing their own interdisciplinary bibliography and a literature review that prepares them for their International Research & Internship

Semester (IRIS) and their Senior Thesis. The course's review of global issues will be tied to field experiences in the center or program in which the course is delivered.

In order to register for this course, the student must be an active member of the Global College Student Group.

*Credits: 3
Every Fall*

GNYC 340 Junior Research Seminar

This online required course provides students with the skills and knowledge necessary to research, organize and write a thesis proposal as well as a fully developed research paper that incorporates multiple primary and secondary resources that students evaluate according to the pyramid of sources and through critical readings. Students also learn to narrow down a general topic into a manageable project, organize it through scheduling, notes and interviews, and become familiar with the various ways of citing sources and avoiding plagiarism. This course is a prerequisite for the International Research & Internship Semester (IRIS).

In order to register for this course, the student must be an active member of the Global College Student Group.

*Credits: 2
Every Spring*

GNYC 409 Classical Theories and Contemporary Issues in International Relations

This blended online course critically examines classical theories and frameworks for understanding the international political system. It addresses specifically the ways in which the end of the Cold War, the Fall of the Soviet Union, the legacy of colonialism and the rise of non-state actors have challenged the traditional accounts of power and global politics. The course will begin by introducing students to the classical debates in International Relations: the basic units of analysis, the utility and legitimacy of the use of force, the balance of power, the nature of threats to peace and stability, and the role of international institutions, etc. It then questions the utility of these theories for making sense of contemporary issues such as ethno/religious conflict, genocide (and other mass atrocities), the origins and consequences of terrorism, threats to global health, and the persistence of poverty and global inequality.

In order to register for this course, the student must be an active member of the Global College Student Group.

*Credits: 3
Every Fall*

China - Independent Study

GCHI 342-3, 390-399, 423-4, 490-99 Independent Study (variable units)

Approval must be granted for independent study courses.

Students may design a guided independent study

project (ISP) with their faculty advisor and/or field advisor. Field advisors are professionals and specialists who can offer students more in-depth study of a chosen field through an ISP or specially arranged lectures and courses. In consultation with the advisor and field advisor (if one is assigned) students will create a proposal as part of their learning plan that will include specific learning goals, internship or service learning placements (if appropriate), methods to be undertaken, reading and written assignments, places (if any) to be visited and a timeline for completing the course. The learning goals must be consistent with the student's abilities (language, methodological etc.) as determined by the advisor in consultation with the student. First-semester students may not take more than a total of four credits and second semester students may not take more than a total of eight credits of independent studies without permission from their faculty advisor and the support of the academic director.

Costa Rica Center Courses

GCOS 110 Central American and Caribbean Studies Seminar

The Central American and Caribbean Studies Seminar is a three-unit course required in the fall semester of the Foundation Year. The goal of this seminar is to introduce students to the history and geography of the region; to examine current social, economic, political and environmental issues affecting the region; to explore different responses to these issues; and to assess in what ways these regional issues are manifestations of larger global issues. Short field trips in Costa Rica and a trip to another Central American country will allow students to gain a more specific, thorough, and intimate perspective by means of greater firsthand experience with some of these issues. Among the topics covered are colonialism and imperialism; resistance and revolution; poverty and migration; development and conservation; art and popular culture; and race, class, ethnicity, and gender.

In order to register for this course, the student must be an active member of the Global College Student Group.

*Credits: 3
Every Fall*

GCOS 114 Health Disparities and Issues in Costa Rica

This course is designed only for LIU Brooklyn visiting students majoring in Health Science.

This course will explore the current challenges and approaches of the Costa Rican health care system in addressing the most pressing health care needs of the country and discuss how these issues are reflective of global health issues. Students will examine the more common diseases and health conditions that Costa Ricans face as well as the disparities in health status, life expectancy and

healthcare services within the country. Students will discuss in what ways Costa Rica reflects how the global community is divided economically, socially, politically and culturally and how the country's approach attempts to address this. Emphasis will be placed on the public national health care system in both urban and rural communities, although traditional, indigenous, and private health care alternatives will also be explored. Students will become familiar with Costa Rica's healthcare prevention, treatment, services, and educational programs in different areas (e.g. nutrition, reproductive health, child and adolescent health, communicable and non-communicable diseases, and mental health) and discuss how these contribute to addressing the issues. The seminar will integrate field based experiences with classroom work.

In order to register for this course, the student must be an active member of the Global College Student Group.

*Credits: 3
Every Spring*

GCOS 116 Foundations of Global Studies: The Environment and Human Culture

This course introduces students to the world's environmental crisis and its relationship to the evolution of human cultures. Students review the variety of interpretive models used to understand the distinctions between "nature" and "culture" and the impact that these interpretive models have on human behavior toward the environment. They are then introduced to the environmental movements around the world that are responding to the rapid depletion of the world's resources. This introduction includes orientation to a range of solutions to the crisis that are being promulgated at local and regional levels. Students will study the nature/culture relationship with reference to the classical anthropological conceptions of culture, the sociological approach to the massification and hybridization of culture, and the advent of contemporary cultural studies. The course's methodology includes the study of thought leaders, case studies, videos, class discussions, academic research and documentation. The course is complemented with field work in Costa Rica and other Central American contexts.

In order to register for this course, the student must be an active member of the Global College Student Group.

*Credits: 3
Every Fall*

GCOS 118 Foundations of Global Studies: The World Economy and Global Governance

This course introduces students to the structure of the world's economic system and the institutions of global governance designed to regulate its effect on human life. Students are introduced to the models, terminology and institutions used to understand and manage the globalization of the world economy, as well as to the models used to steer

these economic forces so that they impact human development as positively as possible. Students review the system of economic governance represented by the World Trade Organization, the International Monetary Fund, the World Bank and various international arrangements involving investment, banking, labor and currency exchange. This system of economic regulation is placed within the context of global governance represented by the United Nations, with its emphasis on human rights, world peace and human development. The course's methodology includes the study of institutional origins, thought leaders, videos, class discussions, academic research and documentation. The course is complemented by field work in Costa Rica, interactions with the United Nations University for Peace (headquartered in Costa Rica), and travel to other Central American locations.

In order to register for this course, the student must be an active member of the Global College Student Group.

Credits: 3

Every Spring

GCOS 130 Foundation Year Orientation Seminar

This seminar introduces Foundation Year students to the program's theoretical foundations and practices, and provides students with concrete tools and skills to begin their studies in this international, experiential program. In the fall semester, students explore issues and expectations associated with being an LIU Global student, initially including an examination of experiential education theory, the program's mission in practice, as well as health and safety issues. This seminar's main goals are to create an educational context, both in and outside of the classroom; to discover and discuss new relevant insights regarding educational approaches and learning; to understand their development as LIU Global students and to access support resources; to reflect on cross-cultural adaptation and intercultural understanding in Costa Rica; and to teach students how to stay healthy and safe while abroad. Students develop and carry out a week-long group service learning project to have first-hand experiences related to the content and issues examined in the seminar.

In order to register for this course, the student must be an active member of the Global College Student Group.

Credits: 3

Every Fall

GCOS 146 Engaging the Field: Introduction to Research Methods

This course introduces students to the basic methods and techniques of discovery, analysis, and interpretation in fieldwork. Students learn how to formulate fruitful research questions, refine the questions through a review of secondary literature, design and execute a field study, conform to ethical research requirements, record and organize observations, and analyze and present their

findings. Students' research projects focus on issues relevant to Latin America.

In order to register for this course, the student must be an active member of the Global College Student Group.

Credits: 4

Every Spring

GCOS 154 Contemporary Indigenous Peoples in Latin America

LIU Global students must choose between this course or GNYC 200, Introduction to Social Entrepreneurship.

This three-unit elective seminar addresses the most urgent issues in the agenda of the Latin American Indigenous Peoples Movement and its relationship with global trends. The Seminar explores the thoughts and experiences of various indigenous peoples of Costa Rica and another Central American country, in the context of the present political situations in those countries. A set of readings covers aspects related to global related issues, indigenous struggles, nature, intercultural education, international legislation, market economy, tourism, and power relations. A Seminar reader, internet research, interviews, direct observations, collective discussions, personal reflections, and academic documentation are the main resources for learning.

In order to register for this course, the student must be an active member of the Global College Student Group.

Credits: 3

Every Spring

GCOS 155 Introduction to Contemporary Indigenous Peoples in Latin America

This course is designed only for visiting students.

This two-unit elective seminar addresses the most urgent issues in the agenda of the Latin American Indigenous Peoples Movement and its relationship with global trends. This course is essentially a version of GCOS 154 with modified requirements. The Seminar explores the thoughts and experiences of various indigenous peoples of Costa Rica and another Central American country, in the context of the present political situations in those countries. A set of readings covers aspects related to global related issues, indigenous struggles, nature, intercultural education, international legislation, market economy, tourism, and power relations. A Seminar reader, internet research, interviews, direct observations, collective discussions, personal reflections, and academic documentation are the main resources for learning.

In order to register for this course, the student must be an active member of the Global College Student Group.

Credits: 2

Every Spring

GCOS 170 Joining the Conversation: The Argumentative Essay

This course introduces students to the conventions of academic reading and writing. Starting with the assumption that good reading skills are vital to good writing, students learn to read carefully, developing strategies for understanding authors' assertions, perspective, and inferences. Responding critically to the texts that they have first learned to read closely, students then build their own arguments. In support of these arguments, students learn to write essays that are well-organized, free from unexamined assumptions or biases, and follow the conventions of academic English. Students also gain the capacity to integrate texts written by others into their essays, demonstrating their awareness of debates surrounding their topic and their ability to ethically cite the thinking of others.

In order to register for this course, the student must be an active member of the Global College Student Group.

Credits: 3

Every Fall

GCOS 173 Exploring Questions: Writing the Research Paper

In this course students are introduced to the processes of writing college-level research papers. They learn to identify research topics, define research questions, design bibliographic search strategies, and answer their research questions in papers supported by primary and secondary sources. Their research papers demonstrate their capacity to support their own theses with well-reasoned arguments and evidence, as well as their ability to acknowledge and respond to divergent points of view.

(Note: Students who get at least a B+ in GCOS 170 Joining the Conversation: The Argumentative Essay may instead take GCOS 175 Globalization in Contemporary World Fiction, Intensive.)

In order to register for this course, the student must be an active member of the Global College Student Group.

Credits: 3

Every Spring

GCOS 174 Globalization in Contemporary World Fiction

This course is designed for visiting students.

The goal of this two-unit course is to gain a deeper understanding of the processes of globalization by reading what important writers from around the world have said about the subject. We will read work by some of the major scholars who have contributed to the debates about globalization. These writings will provide the framework for our consideration of recent novels and stories from India, China, the Middle East, and the United States. We will explore how the globalization

phenomenon is experienced on a human level in various cultures. For students taking the course for two hours, the requirements are: weekly written responses to the reading assignments, two analytic essays, oral presentations, and active class participation.

In order to register for this course, the student must be an active member of the Global College Student Group.

Credits: 2

Every Spring

GCOS 175 Globalization in Contemporary World Fiction, Intensive

The goal of this three-unit course is to gain a deeper understanding of the processes of globalization by reading what important writers from around the world have said about the subject. We will read work by some of the major scholars who have contributed to the debates about globalization. These writings will provide the framework for our consideration of recent novels and stories from India, China, the Middle East and the United States. We will explore how the globalization phenomenon is experienced on a human level in various cultures. The course requirements are: weekly written responses to the reading assignments, two analytic essays, oral presentations, and active class participation. This course is essentially a version of GCOS 174 with additional requirements.

In order to register for this course, the student must be an active member of the Global College Student Group.

Credits: 3

Every Spring

GNYC 200 Introduction to Social Entrepreneurship

This course introduces students to social entrepreneurship and the related set of social enterprises that aspire to channel both market forces and entrepreneurial energies to achieve sustainable social good. The course draws upon case studies that exemplify the ways in which entrepreneurial innovators from around the world are devising and executing solutions to some of the world's most intractable social problems. Social entrepreneurship will be studied in relation to a set of related socially productive enterprises such as micro-finance, social business and corporate social responsibility. The course will include both visiting speakers and fieldwork that will expose students directly to successful practitioners and the organizations that support them and that they build.

Credits: 3

Every Spring

Spanish Language Courses

Beginner, Intermediate, and Advanced Spanish language courses are taught each semester in Costa Rica. Students are required to take a four-unit

language course in the fall and spring semesters.

GCOS 120 Beginner Spanish

Spanish classes for beginners have the goals of forming basic oral and written communication skills, as well as introducing the students to Latin culture. To achieve these goals, the students meet four times a week and also complete daily assignments, participate in field activities, live with a Costa Rican family, and interact daily with Spanish-speaking people.

In order to register for this course, the student must be an active member of the Global College Student Group.

Credits: 4

Every Fall

GCOS 121 Beginner Spanish

Spanish classes for beginners have the goals of forming basic oral and written communication skills, as well as introducing the students to Latin culture. To achieve these goals, the students meet four times a week and also complete daily assignments, participate in field activities, live with a Costa Rican family, and interact daily with Spanish-speaking people.

In order to register for this course, the student must be an active member of the Global College Student Group.

Credits: 4

Every Spring

GCOS 220 Intermediate Spanish

Spanish classes for intermediate students have the goals of improving oral and written communication skills already acquired and learning about Latin culture. To achieve these goals, students meet four times a week and also participate in field activities, complete daily assignments, live with a Costa Rican family, and interact daily with Spanish-speaking people.

In order to register for this course, the student must be an active member of the Global College Student Group.

Credits: 4

Every Fall

GCOS 221 Intermediate Spanish

Spanish classes for intermediate students have the goals of improving oral and written communication skills already acquired and learning about Latin culture. To achieve these goals, students meet four times a week and also participate in field activities, complete daily assignments, live with a Costa Rican family, and interact daily with Spanish-speaking people.

In order to register for this course, the student must be an active member of the Global College Student Group.

Credits: 4

Every Spring

GCOS 320 Advanced Spanish

Spanish classes for advanced students have the goals of improving specific oral and written

communication skills based on individual needs at the appropriate level. The students attend class, complete weekly assignments, live with a Costa Rican family, interact daily with Spanish-speaking people, and write about weekly readings related to topics of interest or Latin American literature.

In order to register for this course, the student must be an active member of the Global College Student Group.

Credits: 4

Every Fall

GCOS 321 Advanced Spanish

Spanish classes for advanced students have the goals of improving specific oral and written communication skills based on individual needs at the appropriate level. The students attend class, complete weekly assignments, live with a Costa Rican family, interact daily with Spanish-speaking people, and write about weekly readings related to topics of interest or Latin American literature.

In order to register for this course, the student must be an active member of the Global College Student Group.

Credits: 4

Every Spring

Advanced Spanish Independent Study

GCOS 301-304 Advanced Spanish Independent Study (variable units)

These are independent study options for advanced Spanish students, students who are not registered in a regular Spanish course, or students who want to do more intensive language study in addition to the regular Spanish course. Students may focus independent study courses on advanced reading and writing, Latin American Literature, advanced grammar studies, Latin American music, among other subjects. In the fall semester, this course is an option only for those in the Advanced C level. In the spring semester, this is an option for any advanced level student. All Spanish independent study courses must be approved by the Spanish Study Coordinator. 45 hours per credit.

Costa Rica - Independent Study

GCOS 191- 499 Independent Study (variable units)

Approval must be granted for independent study courses.

Students can request approval to conduct an independent study with guidance from their faculty advisor which must be approved in advance of registration to make sure it meets academic, health and safety criteria. The advisor and the student develop a learning plan for the semester and regular meetings take place to discuss the student's project. Students are expected to hand in written work on a regular basis. Students may not repeat the same course number for credit either in the

same or in a different semester. Expected total course hours (activities and individual study and documentation): 45 hours per credit.

Europe Program Courses

GEUR 222 Intermediate Spanish

Spanish classes for intermediate students have the goals of improving oral and written communication skills already acquired and learning about Spanish culture. To achieve these goals, students attend class, complete daily assignments, participate in field activities and interact daily with Spanish-speaking people.

In order to register for this course, the student must be an active member of the Global College Student Group.

Credits: 3

Every Fall

GEUR 300 Comparative Politics & the European Ideal: National Governments & the European Union

This course provides an overview of the comparative politics of postwar Europe. It focuses on the relationships between national political systems, on the one hand, and the ideals, aspirations, and interests represented by the European Union (EU), on the other. It examines national constitutional arrangements that emerged in the postwar era and the ways that party politics in representative nations shape contemporary political debates, and the post-national ideals embodied in the European Union. The European Union system is anchored in a European identity emerging from shared and contested projects across generations. The course will also assess the role the Union plays in the multipolar international system.

In order to register for this course, the student must be an active member of the Global College Student Group.

Credits: 3

Every Spring

GEUR 301 Civilization, Politics & Contexts: Judaism, Christianity and Islam

This course examines the historical and contemporary relationships among the civilizations shaped by the three Abrahamic traditions. Students will come to understand the ways in which societies rooted in the idea of divine law have been engaged in a changing process of dialogue, exchange, imitation, friction and conflict. Through reading key texts and discussing key contexts, students will be able to analyze the way in which these traditions of dialogue and conflict informs contemporary geopolitics.

In order to register for this course, the student must be an active member of the Global College Student Group.

Credits: 3

Every Spring

GEUR 303 European Politics: The Emergence of the Modern Nation State

The sovereign nation state, the basic building block of international relations and global governance, is a product of European history. Despite much globalization rhetoric, states have shown tremendous resilience in global politics. This course will examine the transition of the predominant forms of political organization (polity) from kingdoms and empires to the modern nation state. This introductory course will compare and contrast constitutional political and economic frameworks of selected European countries in view of their domestic and international histories.

In order to register for this course, the student must be an active member of the Global College Student Group.

Credits: 3

Every Fall

GEUR 304 Introduction to Spain

The course will provide an overview of Spanish civilization and culture from ancient times to the modern democratic state through various lenses, including architecture, art, literature, and music. Students will survey Spanish culture in its many diverse representations, examining cultural expressions in terms of their perceived universality and authenticity. Topics will be linked to questions of politico-cultural identity in contemporary Spain.

In order to register for this course, the student must be an active member of the Global College Student Group.

Credits: 3

Every Fall

GEUR 305 World Cinema

This course presents an overview of contemporary films from around the world that explore issues and dilemmas created by globalization (intercultural contact and conflict, immigration and social displacement, environmental disaster, global finance, geopolitical conflict, etc.). The film list includes works produced from several world regions: Europe, North America, Latin America, India, and China. The course aims not only at examining and discussing the questions addressed by the films, but also at providing the students with the instruments needed in order to analyze the films in a competent and critical way. How does the film present the contemporary issue? Whose point of view is adopted? What is the answer to the global issue that the film presents to the viewer?

In order to register for this course, the student must be an active member of the Global College Student Group.

Credits: 3

Every Spring

GEUR 307 Art of the Renaissance in Florence

Working in the museums and public spaces of Florence, this course introduces students to the Italian Renaissance. The Renaissance is a European phenomenon that marks a major shift in the ways

in which the European intelligentsia perceived their world. This new outlook was characterized by a renewed interest in the nature of what it means to be human, examined through the lenses of classical antiquity. Through the study of a broad range of painting and sculpture in Florence from the fourteenth to the sixteenth centuries, the course will focus on understanding the Renaissance through exemplary works. The works will be discussed against the backdrop of their social, artistic and historical contexts, underscoring their continuing impact in the contemporary world.

In order to register for this course, the student must be an active member of the Global College Student Group.

Credits: 3

Every Spring

GEUR 309 Exploring Documentary Video

This course introduces students to working with moving images. Using a short project format, students will be guided through the basic elements of documentary filmmaking, learning the skills of research, observation, storyboarding, composition, shooting, editing, etc. Students will each produce a 5-10 minute social documentary based on an approved topic growing from the research carried out in one of the other Spring semester Europe courses.

In order to register for this course, the student must be an active member of the Global College Student Group.

Credits: 3

Every Spring

GEUR 312 Experiential Learning in a European Context

This course accompanies the placement of students in internships or service learning contexts in LIU Global's European programs. Although the specific details will vary according to the organization with which students are placed, all students undergo a formal process of preparation, documentation, reflection and analysis as they plan and complete their experiential project. Students work closely with their advisors to set goals, to articulate their projects' relationship to their larger professional and personal aspirations, and to document the outcomes of the experience in a graded written paper.

In order to register for this course, the student must be an active member of the Global College Student Group.

Credits: 2

Every Fall

GEUR 313 Experiential Learning in a European Context

This course accompanies the placement of students in internships or service learning contexts in LIU Global's European programs. Although the specific details will vary according to the organization with which students are placed, all students undergo a formal process of preparation, documentation,

reflection and analysis as they plan and complete their experiential project. Students work closely with their advisors to set goals, to articulate their projects' relationship to their larger professional and personal aspirations, and to document the outcomes of the experience in a graded written paper.

In order to register for this course, the student must be an active member of the Global College Student Group.

Credits: 3

Every Fall

GEUR 314 Experiential Learning in a European Context

This course accompanies the placement of students in internships or service learning contexts in LIU Global's European programs. Although the specific details will vary according to the organization with which students are placed, all students undergo a formal process of preparation, documentation, reflection and analysis as they plan and complete their experiential project. Students work closely with their advisors to set goals, to articulate their projects' relationship to their larger professional and personal aspirations, and to document the outcomes of the experience in a graded written paper.

In order to register for this course, the student must be an active member of the Global College Student Group.

Credits: 4

Every Fall

GEUR 320 Conversational Italian

Conversational Italian introduces students to the basics of the Italian language. It orients them to the basics in Italian grammar, syntax, pronunciation and vocabulary. It emphasizes specifically students' capacity to communicate orally.

In order to register for this course, the student must be an active member of the Global College Student Group.

Credits: 1

Every Spring

GEUR 322 Advanced Spanish

Spanish classes for advanced students have the goals of improving specific oral and written communication skills based on individual needs at the appropriate level. The students attend class, complete daily assignments, participate in field activities, interact daily with Spanish-speaking people, and read and write about Spain and Spanish culture.

In order to register for this course, the student must be an active member of the Global College Student Group.

Credits: 3

Every Fall

GNYC 270 Approaching Answers: Bibliographic Research

This bibliographic research course reinforces and builds on the academic reading, writing, and textual

research skills introduced during the freshman year. Organized around a set of topics and readings identified by the instructor that are specifically relevant to the center or program at which the course is taught, students conduct advanced library and database searches, evaluate and closely read the texts that they have located, and engage and synthesize ideas contained in those texts. Students learn to develop extended annotated bibliographies and write literature reviews; they also learn to incorporate instructor and peer feedback as they revise, edit, and proofread their final projects.

In order to register for this course, the student must be an active member of the Global College Student Group.

Credits: 3

Every Fall

GNYC 340 Junior Research Seminar

This online required course provides students with the skills and knowledge necessary to research, organize and write a thesis proposal as well as a fully developed research paper that incorporates multiple primary and secondary resources that students evaluate according to the pyramid of sources and through critical readings. Students also learn to narrow down a general topic into a manageable project, organize it through scheduling, notes and interviews, and become familiar with the various ways of citing sources and avoiding plagiarism. This course is a prerequisite for the International Research & Internship Semester (IRIS).

In order to register for this course, the student must be an active member of the Global College Student Group.

Credits: 2

Every Spring

GNYC 346 Advanced Methods in Field Research

The course continues to develop students' understanding of concepts and techniques used in social science research. The course is divided into three sections: (1) social scientific inquiry; (2) research project design; and (3) quantitative and qualitative data gathering and analysis. Students will be afforded the opportunity to conduct field research on selected field sites and topics. Students will plan and execute a two-week Independent Study Project on selected topics and field sites and present their findings formally in writing and an oral presentation.

In order to register for this course, the student must be an active member of the Global College Student Group.

Credits: 4

Every Fall

GNYC 409 Classical Theories and Contemporary Issues in International Relations

This blended online course critically examines classical theories and frameworks for understanding the international political system. It addresses specifically the ways in which the end of the Cold War, the Fall of the Soviet Union, the legacy of

colonialism and the rise of non-state actors have challenged the traditional accounts of power and global politics. The course will begin by introducing students to the classical debates in International Relations: the basic units of analysis, the utility and legitimacy of the use of force, the balance of power, the nature of threats to peace and stability, and the role of international institutions, etc. It then questions the utility of these theories for making sense of contemporary issues such as ethno/religious conflict, genocide (and other mass atrocities), the origins and consequences of terrorism, threats to global health, and the persistence of poverty and global inequality.

In order to register for this course, the student must be an active member of the Global College Student Group.

Credits: 3

Every Fall

Europe - Independent Study

GEUR 381-384 Independent Study (variable units)

Approval must be granted for independent study courses.

As at all LIU Global programs, students will be able to explore their own interests through undertaking independent research. This independent work will be facilitated through self-directed fieldwork or library research, overseen by a student's academic advisor.

Asia-Pacific Australia Program Courses

GAUS 330 Culture, Politics and Identity in Australia and Bali

This interdisciplinary seminar provides students with an overview of Australian history and an introduction to Australian culture and representations of national identity, particularly in relation to its location in the Asia-Pacific. Along with the program's extended visit to Bali, the course will also introduce students to Balinese culture and history, enabling students to develop a comparative regional perspective on key issues. Through readings, films, excursions, guest speakers and class discussions, students will consider the major social, political, and cultural themes of contemporary society and how they have been shaped by past thinking, policies and practices. Of particular importance will be the impact of colonialism, issues of social justice and the question of human rights for Indigenous peoples, for those seeking asylum, and for other marginalized groups. Students will explore the impact and application of important theoretical concerns and relevant contemporary debates in Cultural Studies, Postcolonial Studies and Indigenous Studies around questions of race, gender and class in order to enrich their understanding of local, national and global issues.

To this end, comparisons with North America and other settler societies will be included in course discussions, enabling students to both learn about Australia and Bali as well as consider their own identity, culture and history in light of the critiques presented in this course.

In order to register for this course, the student must be an active member of the Global College Student Group.

Credits: 3

Every Spring

GAUS 331 Environmental Sustainability

In addition to offering an ongoing critique of current approaches to resource use in modern fossil-driven, industrial-based societies, the course provides an overview of principles and applications of ethically sound and ecologically sustainable approaches to resource and land use, energy harvesting and application, and architecture design in Australian, Balinese and global contexts. We will study the principles of other appropriate designs for living, including a focus on the use of Permaculture and its importance for sustainable land settlement, and on alternative agriculture as a path to sustainable food production in local and regional communities. We will also look at the issue of local, community-based economics, and the notion of 'Alternative Economics' as a basis for a sustainable society. Another key focus of the course will be the concept of ecological and social entrepreneurship and its viability as a means to address critical global issues around environmental protection, food security and social justice. We will use a combination of seminars, readings, DVDs, workshops, field trips, site visits, and hands-on experience in Australia and Bali to present course material.

In order to register for this course, the student must be an active member of the Global College Student Group.

Credits: 3

Every Spring

GAUS 332 Encountering Nature in Australia and Bali

Based on an experiential learning framework consisting of intensive reading, field trips and structured reflection, this innovative outdoor course allows students to directly experience and relate to Australia's unique environment as well as challenge their own understanding of concepts such as nature, culture and wilderness. Through engaging with cutting-edge thinking in the ecological humanities and via a range of outdoor activities such as camping in national parks, swimming under waterfalls and hiking in rainforests, students will gain a first-hand understanding of diverse ecosystems, different ways of knowing and relating to the land, and the relationships between natural and cultural landscapes, particularly by spending time with Indigenous peoples on their lands. During their extended visit to Bali during the second half of the

semester, students will also be able to compare and contrast their experiences in Australia with the ecosystems, philosophies and relationships to place they encounter in the geographically proximate, but culturally distinct island society of Bali.

In order to register for this course, the student must be an active member of the Global College Student Group.

Credits: 3

Every Spring

GAUS 333 Australia's First Peoples

The course introduces students to the diversity and complexity of Indigenous Australian Peoples, philosophy and cultures. Through quality print and audio-visual materials, guest lectures, field trips and class discussions, students will be introduced to a diverse and challenging range of Indigenous perspectives, cultural values and practices. Students will consider Indigenous knowledge as valid contemporary ways of knowing, relevant to informing a sustainable and socially just global future. Through an investigation of the interactions between Indigenous and non-Indigenous Australian society and comparative analysis of Balinese society, students will be encouraged to develop a critical awareness of diverse dominant processes of Indigenous exploitation as a result of colonization and the imperative of human rights and social justice for Indigenous peoples in Australia and globally.

In order to register for this course, the student must be an active member of the Global College Student Group.

Credits: 3

Every Spring

GAUS 334 Australian and Indo-Pacific Perspectives on Coastal Environmental Issues

The coastal zones of Australia and the Indo-Pacific contain iconic beaches, world-heritage reefs, sites of cultural significance, rainforests, tidal rivers and wetlands. These diverse environments provide critical habitat for a range of fauna and flora; human populations also rely heavily on the resources available for commercial and subsistence harvesting. However, increases in human populations and the resultant urbanisation significantly contribute to ongoing environmental pressure and impacts. Through field trips within the coastal and marine areas of Australia and Bali, Indonesia, lectures, seminars and workshops, students will explore Australian and Indo-Pacific coastal environmental issues, and how communities respond by developing advocacy, policy and entrepreneurial solutions. Students will examine local and national initiatives leading to an understanding of how the human population and coastal interface is managed across the Australian and the Indo-Pacific regions.

In order to register for this course, the student must be an active member of the Global College Student Group.

Credits: 3

Every Spring

GNYC 340 Junior Research Seminar

This online required course provides students with the skills and knowledge necessary to research, organize and write a thesis proposal as well as a fully developed research paper that incorporates multiple primary and secondary resources that students evaluate according to the pyramid of sources and through critical readings. Students also learn to narrow down a general topic into a manageable project, organize it through scheduling, notes and interviews, and become familiar with the various ways of citing sources and avoiding plagiarism. This course is a prerequisite for the International Research & Internship Semester (IRIS).

In order to register for this course, the student must be an active member of the Global College Student Group.

Credits: 2

Every Spring

GAPC 300 Political Economy and Ecology in the Asia-Pacific Region

This course introduces students to the social and political processes that shape economic development in the Asia-Pacific region and the impact of the various development models deployed on the region's ecosystems. Characterized by great cultural diversity, economic inequality and rapid social change, the region's nation-states, communities and cultures struggle to pursue livelihoods for all without destroying the ecosystems they inhabit. This course orients students to the historical, cultural and sociopolitical contexts of the nation-states they visit as well as the drivers and frameworks supporting regional economic and political cooperation. In particular, students will learn about the work of inter- and transnational organizations through which diverse communities collaborate to pursue shared goals of sustainable development, social justice and peaceful coexistence. The course offers students opportunities to learn directly from various local communities, international organizations and experts in the field through an integrated learning experience based on lectures, seminars and fieldwork.

Credits: 3

Every Fall

GAPC 320 Introduction to International Development

This course is an introduction to the theory and practice of international development, a field of endeavor undertaken by governments, non-governmental organizations (NGOs), and international agencies that aspire to alleviate human poverty and inequality. The course explores the definitions, institutional frameworks and goal setting that shape development practice at local, national and international levels. Students are oriented to the discourses of poverty, inequality, human development, natural resource governance,

and sustainable development that have driven policy and planning. Students are also introduced to the ways in which this discourse is now enriched and contested from a number of perspectives: those of indigenous communities and local knowledge formations of various kinds, as well as alternative formulations of well-being and social justice. A robust experiential dimension of the course will link these practices and controversies to local case studies experienced directly through field study.

Credits: 3

Every Fall

GAPC 330 Religion, Culture, and Politics in Thailand

This course introduces students to culture, religion and politics of contemporary Thailand, focusing specifically on the way in which the Thai context is shaped by the forces of economic and cultural globalization. Students are first introduced to Thai language, culture and religious practices. They study the relationships among Buddhism, popular culture, political authority, ethnic diversity and the uneven economic development that shapes contemporary social relations. Students are simultaneously oriented to the impact of global forces on these local contexts, focusing on the ways in which the nation's integration in the global economic system and its regional geopolitical relations impact economic development and shape human life. As a culmination to the course, students carry out a bibliographically supported collective field research project in which they study the impact of a global issue on a local context.

Credits: 4

Every Fall

GAPC 334 Coastal Ecology, Development and Climate Change

This course orients students to the coastal ecology of the Asia-Pacific region and the challenges posed to these ecosystems by accelerated development and climate change. This vast coastal zone includes iconic beaches, world-heritage reefs, rainforests, tidal rivers, estuaries, wetlands and fisheries. The diverse environments provide critical habitat for a range of fauna and flora, as well as livelihoods for massive human populations that rely on coastal resources for commercial activities and subsistence. The course explores the quest for sustainable development and social justice for the human population reliant on these resources; it also specifically emphasizes the challenge posed by climate change. The course offers interconnected lectures, seminars and field work that bring students into direct contact with grassroots movements, innovative communities, entrepreneurial practitioners and scientists engaged in the quest for solutions.

Credits: 3

Every Fall

Asia-Pacific Australia-Independent Study

GAUS 391- 393 Independent Study (variable units)

Approval must be granted for independent study courses.

Students may design a guided independent study project (ISP) with their faculty advisor and/or field advisor. Field advisors are professionals and specialists who can offer students more in-depth study of a chosen field through an ISP or specially arranged lectures and courses. In consultation with the advisor and field advisor (if one is assigned) students will create a proposal as part of their learning plan that will include specific learning goals, internship or service learning placements (if appropriate), methods to be undertaken, reading and written assignments, places (if any) to be visited and a timeline for completing the course. The learning goals must be consistent with the student's abilities (language, methodology, etc.) as determined by the advisor in consultation with the student. First-semester students may not take more than a total of four credits and second semester students may not take more than a total of eight credits of independent studies without permission from their faculty advisor and the support of the academic director.

GAPC 381- 384 Independent Study (variable units)

Approval must be granted for independent study courses.

Students can request approval to conduct an independent study with guidance from their faculty advisor which must be approved in advance of registration to make sure it meets academic, health and safety criteria. The advisor and the student develop a learning plan for the semester and regular meetings take place to discuss the student's project. Students are expected to hand in written work on a regular basis. Students may not repeat the same course number for credit either in the same or in a different semester. Expected total course hours (activities and individual study and documentation): 45 hours per credit.

International Research & Internship Semester (IRIS)

GNYC 401 Senior Thesis I

This online course, the first in the year-long Senior Thesis sequence, facilitates students' preparation of an analytical research report and the finalization of their senior thesis research proposal. The report focuses on the data gathered at the site of the undergraduate research, a site anchored by an internship or service-learning project. Through the course, students master senior-level proficiency in research paper design and execution, and further

develop their capacity to write clear, well-reasoned, and effective academic English. In support of these projects, the course specifically develops field-note writing skills and documentation practices. At the semester's end, students draft their Senior Thesis proposals.

In order to register for this course, the student must be an active member of the Global College Student Group.

Credits: 4

Every Fall

GNYC 403 Internship in Global Issues

The Internship in Global Issues provides students with the opportunity to apply their knowledge of global issues in a professional setting relevant to the topic of their International Research and Internship Semester (IRIS). Through the process of securing the position and working under the guidance of a professional supervisor, students learn to identify, to apply for and to work effectively in a professional setting. Through completing a set of structured assignments, students also analyze the effectiveness of their host organization, reflect on their own capabilities, and investigate the relationship of the internship to their senior thesis topic.

In order to register for this course, the student must be an active member of the Global College Student Group.

Credits: 3 to 6

Every Fall

GNYC 404 Special Topics in Global Studies

This course is an opportunity for students to explore specific topics in global studies relevant to students' senior research through specialized instruction delivered by an institutional partner or a faculty member. The instructional medium, syllabus design, assignments, and assessments are approved by the students' advisor and the Director of Undergraduate Research.

In order to register for this course, the student must be an active member of the Global College Student Group.

Credits: 2 to 3

Every Fall

GNYC 405 Special Topics in International Relations

This course is an opportunity for students to explore specific topics in International Relations. The syllabus and course requirements are designed in collaboration with an institutional partner or a faculty member and approved by the student's advisor and the Director of Undergraduate Research.

In order to register for this course, the student must be an active member of the Global College Student Group.

Credits: 2 to 3

Every Fall

GNYC 406 Special Topics in Arts and Communications

This course is an opportunity for students to explore specific topics in Arts and Communications. The syllabus and course requirements are designed in collaboration with an institutional partner or a faculty member and approved by the students' advisor and the Director of Undergraduate Research.

In order to register for this course, the student must be an active member of the Global College Student Group.

*Credits: 2 to 3
Every Fall*

GNYC 407 Special Topics in Entrepreneurship

This course is an opportunity for students to explore specific topics in entrepreneurship. The syllabus and course requirements are designed in collaboration with an institutional partner or a faculty member and approved by the students' advisor and the Director of Undergraduate Research.

In order to register for this course, the student must be an active member of the Global College Student Group.

*Credits: 2 to 3
Every Fall*

GNYC 408 Studies in World Languages

This course facilitates the study of languages specifically relevant to the site of the IRIS field work. The syllabus and course requirements are designed in collaboration with an institutional partner or a faculty member and approved by the students' advisor and the Director of Undergraduate Research.

In order to register for this course, the student must be an active member of the Global College Student Group.

*Credits: 2 to 6
Every Fall*

GNYC 409 Classical Theories and Contemporary Issues in International Relations

This blended online course critically examines classical theories and frameworks for understanding the international political system. It addresses specifically the ways in which the end of the Cold War, the Fall of the Soviet Union, the legacy of colonialism and the rise of non-state actors have challenged the traditional accounts of power and global politics. The course will begin by introducing students to the classical debates in International Relations: the basic units of analysis, the utility and legitimacy of the use of force, the balance of power, the nature of threats to peace and stability, and the role of international institutions, etc. It then questions the utility of these theories for making sense of contemporary issues such as ethno/religious conflict, genocide (and other mass atrocities), the origins and consequences of terrorism, threats to global health, and the persistence of poverty and global inequality.

In order to register for this course, the student must be an active member of the Global College Student Group.

*Credits: 3
Every Fall*

International Research & Internship Semester (IRIS) - Independent Study

GAUS 481- 495, South Pacific

GCHI 423 - 499, Asia

GCOS 490 - 499, Latin America

GEUR 481 - 499, Europe

GNYC 472 - 499, America or non-Global Center/Program

Approval must be granted for independent study courses.

Students have the opportunity to conduct an independent study with guidance from their faculty advisor. The advisor and the student develop a learning plan for the independent study project that includes a schedule for meetings to discuss the student's work. Students are expected to provide written assignments documenting their work on a regular basis. Students may not repeat the same course number for credit either in the same or in a different semester. Expected total course hours (activities and individual study and documentation): 45 hours per credit.

New York City Center Courses

GNYC 400 Capstone Seminar

The Capstone Seminar engages New York City in its global character, tying that engagement to the development of students' plans for their professional and academic futures. Through their encounters with communities and organizations in New York City and Washington, D.C., students will bring their experiential learning across the globe "back home," articulating the way in which their global experience has opened a doorway toward their future. The course will utilize readings, guest speakers, field visits to organizations and communities, participant observation, interviews, and group processing. It will also provide students with support from career services. A key element of the course is the exploration of international career opportunities in New York and Washington D.C. Students create an electronic Career Portfolio that highlights their acquired knowledge and skills with an emphasis on their global learning experience. With the field components of the course that demand transportation and breaks, the duration of the weekly class extends beyond the traditional three hours and may vary from week to week.

In order to register for this course, the student must be an active member of the Global College Student Group.

*Credits: 3
Every Spring*

GNYC 402 Senior Thesis II

This course, the second in the Senior Thesis sequence, supports the writing of the final draft of the thesis proposal and the 30-page Capstone Senior Thesis. The Senior Thesis is a reconceptualization of the first semester's analytical research report: It is an expansion and revision of that paper, a widening of the lens to include a global perspective and critical engagement with and articulation of a disciplinary or interdisciplinary approach. In addition to honing academic writing skills, students deepen their familiarity with the literature in their field(s), creatively engage their sources, evaluate and synthesize ideas, develop persuasive arguments, and heighten their awareness of and ability to potentially enter into dialogue with their intended audiences. Students also create a poster presentation of their senior research, which they present at LIU's spring Discovery Day event. Finally, they develop an oral presentation encapsulating key aspects of their Global education and present portions of it at the LIU Global Senior Recognition Ceremony.

In order to register for this course, the student must be an active member of the Global College Student Group.

*Credits: 3
Every Spring*

GNYC 430 Current Issues in Global Governance: The Role of International Organizations

GNYC 430 orients students to the role international organizations play in identifying and solving global challenges. The course concentrates specifically on activities of public, private and non-governmental organizations headquartered in New York and Washington, D.C. The course also assists students in deepening their knowledge of the global issue that frames their senior thesis through a course project that asks them to investigate the engagement of international institutions with the issue that frames their senior thesis. In addition to classroom-based work, the course includes integrated field experiences in New York City and Washington, D.C.

In order to register for this course, the student must be an active member of the Global College Student Group.

*Credits: 3
Every Spring*

GNYC 433 Work: Capstone Internship

The Capstone Internship places students in a twelve-week professional setting where they learn to apply their knowledge and skills and acquire professional competencies. Students are oriented to expectations associated with productivity, professional comportment and work-place relations. They also, as a key element of the internship, engage in an analytical and reflective final project in which they evaluate the organization's effectiveness and engage in a self-assessment of their own performance and capabilities.

In order to register for this course, the student must be an active member of the Global College Student Group.

Credits: 3 to 6

Every Spring

New York - Independent Study

GNYC 396 - 499 Independent Study (variable units)

Approval must be granted for independent study courses.

Students have the opportunity to conduct an independent study with guidance from their faculty advisor. The advisor and the student develop a learning plan for the semester and weekly meetings take place to discuss the student's project. Students are expected to hand in written work on a regular basis.

LIU PHARMACY

LIU Pharmacy (Arnold & Marie Schwartz College of Pharmacy and Health Sciences) offers an entry-level six-year Doctor of Pharmacy (Pharm.D.) degree. The college also offers graduate curricula leading to a Master of Science degree in several areas of specialization and the Doctor of Philosophy in Pharmaceutics (Ph.D.) degree. Detailed information on the pharmacy programs is provided in the LIU Pharmacy bulletin.

For information, please contact the Dean's Office at bkln-pharmacy@liu.edu or visit the website at www.liu.edu/pharmacy. For additional information:

Doctor of Pharmacy Professional Program

Phone: 718-488-1234

Email: bkln-pharmd@liu.edu

Graduate Programs

Phone: 718-488-1062

Email: bkln-pharmacy-graduate-program@liu.edu

Continuing Professional Education

Phone: 718-488-1065

Email: bkln-pharmce@liu.edu

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Phone: 718-780-6562

Email: BklnAlumni@liu.edu

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Pharmacy

The college offers a six-year curriculum leading to the degree of Doctor of Pharmacy. Students may enter the professional program in Pharmacy in the fall only.

The preprofessional phase of the program, offered through Richard L. Conolly College, consists of a minimum of four semesters of coursework in the humanities and basic sciences. The professional segment of the program consists of six semesters of didactic coursework, extramural introductory pharmacy practice experiences in the third and fourth years and in the summers between the third and fourth year and the fourth and fifth year, and an extramural sixth year of 40 weeks of advanced pharmacy practice experiences that students complete in healthcare institutions, community and other pharmacy practice settings. It provides the specialized education necessary to develop expertise in the ever-broadening field of pharmacy and prepares the student for professional licensure examinations.

LIU's Doctor of Pharmacy program is accredited by the Accreditation Council for Pharmacy Education, 135 South LaSalle Street, Suite 4100, Chicago, IL 60603, 312/664-3575; FAX 312/664-4652, web site www.acpe-accredit.org.

A complete description of the pharmacy curriculum is contained in the LIU Pharmacy bulletin. Students seeking information about admissions requirements should contact the Office of Admissions: 718-488-1011.

Degree Requirements

Upon recommendation of the Faculty, and approval by the Board of Trustees, the degree of Doctor of Pharmacy is conferred by Long Island University upon a candidate who has completed the required curriculum, containing a minimum of 217-218 academic credits (depending upon admission status). Matriculants must maintain a cumulative and a professional phase GPA of at least 2.33 to remain in good academic standing. In addition, all students of LIU Brooklyn, including pharmacy students, are required to demonstrate computer proficiency as a requirement towards the attainment of a degree. All entering first-year students are encouraged to take the LIU Brooklyn proficiency examinations in computer literacy before registering. The examinations are administered by the LIU Brooklyn Testing Center and all students must successfully complete these examinations as part of the requirements for a degree. Transfer students are also required to pass these examinations or will be granted appropriate waivers at the time of the evaluation of their transfer credits.

All students of LIU Brooklyn must satisfy the requirements of the Writing Across the Curriculum program (WAC). To fulfill the minimum WAC requirements, students must complete, in addition

to English 16 and Core Seminar 50, at least one writing-intensive course in their discipline. The writing-intensive course for the Doctor of Pharmacy program is PHM 420 Principles of Health Behavior and Patient-provider Communication.

Preprofessional Studies:

Four Semesters

First Semester (15 credits)

General and Inorganic Chemistry I	(CHM 3)	4
General Biology I	(BIO 1)	4
English Composition	(ENG 16*)	3
Introduction to Psychology	(PSY 3)	3
First Year Seminar	(FYS 1)	1

Second Semester (18 credits)

General and Inorganic Chemistry II	(CHM 4)	4
General Biology II	(BIO 2)	4
Idea of the Human (Core Seminar)	(COS 50)	3
Calculus I	(MTH 40*)	4
Economics	(ECO 1 or 2)	3

Third Semester (18 credits)

Organic Chemistry I	(CHM 121)	4
Physics for Pharmacy	(PHY 27)	4
English Literature	ENG 61, 62, 63 or 64**)	3
Philosophy or History	(PHI 61 or HIS 1***)	3
Physiology/Anatomy I	(BIO 137)	4
Pharmacy Orientation Seminar	(PHM 1)	0

Fourth Semester (18 credits)

Organic Chemistry II	(CHM 122)	4
Physiology/Anatomy II	(BIO 138)	4
English Literature	(ENG 61, 62, 63 or 64**)	3
Philosophy or History	(PHI 62 or HIS 2***)	3
Microbiology	(BIO 101)	4

Doctor of Pharmacy Professional Courses:

Core Courses	91.5
Professional Electives	9
Introductory Pharmacy Practice Experiences	8.5
Advanced Pharmacy Practice Experiences	40

Total credits: 149

*Entering first-year students may be required to take the LIU Brooklyn placement examination in English and/or in mathematics before registering. Entry into or exemption from English and mathematics courses depends on the results of such placement examinations or SAT/ACT scores. Transfer students will be placed in such courses

either on the basis of the LIU Brooklyn placement examinations, appropriate transfer credit, or SAT/ACT scores. All students who do not have SAT/ACT scores, or whose SAT/ACT scores fall below a certain level, will be required to take placement examinations.

**Students must take two of the following four courses: ENG 61, ENG 62, ENG 63, ENG 64

***Two courses [6 credits] of either Philosophy or History are required. Both courses must be in the same discipline.

LIU BROOKLYN MINORS

CONOLLY COLLEGE OF LIBERAL ARTS & SCIENCES

Africana Studies	12 credits
Art	12 credits
Asian Studies	12 credits
Biology	12 credits
Chemistry	12 credits
Criminal Justice	12 credits
Economics	12 credits
English	12 credits
Gender Studies	12 credits
History	15 credits
Journalism	12 credits
Latin American and Caribbean Studies	12 credits
Mathematics	12 credits
Media Arts	12 credits
Modern Languages	12 credits
Music	12 credits
Philosophy	12 credits
Political Geography	15 credits
Political Science	12 credits
Psychology	12 credits
Sociology-Anthropology	12 credits
Speech	12 credits
Theatre	12 credits
Urban Studies	12 credits

SCHOOL OF BUSINESS, PUBLIC ADMINISTRATION & INFORMATION SCIENCES

Accounting	15 credits
Business	12 credits
Computer Science	21 credits
Entrepreneurship	15 credits
Fashion Merchandising	15 credits
Finance	15 credits
Healthcare Management	15 credits
Human Resource Management	15 credits
Management	15 credits
Marketing	15 credits
Technology	18 credits

SCHOOL OF HEALTH PROFESSIONS

Autism and Developmental Disabilities	12 credits
Case Management	12 credits
Disaster Preparedness and Sustainability	12 credits
Exercise Physiology	12 credits
Experiential Learning	12 credits
General Health Science	12 credits
General Sports Sciences	12 credits
Health and Exercise Psychology	15 credits
Health and Wellness Coaching	12 credits
Inclusive Fitness	12 credits
Nutrition	12 credits
Personal Training	12 credits
Sport Management	12 credits
Strength and Conditioning	12 credits
Urban Yoga	12 credits

LIU BROOKLYN APPROVED PROGRAMS

New York State Education Department Inventory of Registered Programs

Enrollment in other than registered or otherwise approved programs may jeopardize a student's eligibility for certain student aid awards.

Harriet Rothkopf Heilbrunn School of Nursing

Major	Hegis Code	Degree
Adult Nurse Practitioner	1203.1	BS / MS, MS
Adult Nurse Practitioner	1203.12	Adv. Cert.
Education for Nurses	1203.12	Adv. Cert.
Family Nurse Practitioner	1203.1	MS
Family Nurse Practitioner	1203.12	Adv. Cert.
Nurse Educator	1203.1	MS
Nursing	1203	BS

Honors College

Major	Hegis Code	Degree
Interdisciplinary Major	4901	BA, BS

LIU Global

Major	Hegis Code	Degree
Global Studies	2210	BA

LIU Pharmacy

Major	Hegis Code	Degree
Drug Regulatory Affairs	1211	MS
Pharmaceutics	1211	MS, Ph.D.
Pharmacology / Toxicology	0409	MS
Pharmacy	1211	PharmD

Richard L. Conolly College of Liberal Arts and Sciences

Major	Hegis Code	Degree
Biology	0401	BS, MS
Biochemistry	0414	BS
Chemistry	1905	BS, MS
Communication Sciences and Disorders	1220	BS
Communication Sciences and Disorders / Speech-Language Pathology	1220	BS/MS
Speech-Language Pathology (Bilingual Extension)	1220	MS
Computer Art	1009	BFA
Creative Writing	1507	MFA

Dance	1008	BFA, BS
Economics	2204	BA
English	1501	BA, MA
History	2205	BA
Humanities	5649	AA
Humanities	4903	BA
Journalism	0602	BA
Mathematics	1701	BS
Media Arts	0601	BA
Media Arts	1009	MA
Media Arts	0605	MFA
Medical Technology	1223	BS
Music – Applied Music	1004	BA
Music (Jazz Studies)	1004	BFA
Music Education in Urban Schools	0832	BS
Modern Languages – French, Spanish	1101	BA
Philosophy	1509	BA
Political Science	2207	BA, MA
Psychology	2001	BA, MA
Clinical Psychology	2003	Ph.D.
Sociology-Anthropology	2208	BA
Speech	1506	BA
Studio Art	1002	BFA
Visual Arts	1099	BA
Teacher of Visual Arts in Urban Schools	0831	BFA
Social Science	2201	MS
Social Science	4903	BA, BS
Social Science	5622	AA
United Nations	2210	Adv. Cert.
Urban Studies	2214	MA
Writing & Producing for Television	0605	MFA

School of Business, Public Administration and Information Sciences

Major	Hegis Code	Degree
Accounting	0502	BS, BS/MS, MS, MBA
Business Administration	5004	AAS
Business Administration	0506	MBA
Business Finance	0504	BS
Business Management	0506	BS
Computer Science	0701	BS, MS
Entrepreneurship	0501	BS

Gerontology	2104	Adv. Cr.
Health Administration	1202	MPA
Healthcare Management	1202	BS
Human Resources Management	0515	MS, Adv. Cr.
Marketing	0509	BS
Not-for-Profit Management	2102	Adv. Cr.
Public Administration	2102	MPA
Taxation	0502.1	MS
Technology Management	0507	BS

School of Education

Major	Hegis Code	Degree
Adolescence Urban Education: Biology	0401	BS
Adolescence Urban Education: Biology 7-12: 1st Initial	0401.01	MSEd
Adolescence Urban Education: Biology 7-12: 2nd Initial	0401.01	MSEd
Adolescence Urban Education: Biology 7-12: Non-certification	0401.01	MSEd
Adolescence Urban Education: Chemistry	1905.01	BS
Adolescence Urban Education: Chemistry 7-12: 1st Initial	1905.01	MSEd
Adolescence Urban Education: Chemistry 7-12: 2nd Initial	1905.01	MSEd
Adolescence Urban Education: Chemistry 7-12: Non-certification	1905.01	MSEd
Adolescence Urban Education: English	1501.01	BA
Adolescence Urban Education: English 7-12: 1st Initial	1501.01	MSEd
Adolescence Urban Education: English 7-12: 2nd Initial	1501.01	MSEd
Adolescence Urban Education: English 7-12: Non-certification	1501.01	MSEd
Adolescence Urban Education: Mathematics	1701.01	BS
Adolescence Urban Education: Mathematics 7-12: 1st Initial	1701.01	MSEd
Adolescence Urban Education: Mathematics 7-12: 2nd Initial	1701.01	MSEd
Adolescence Urban Education: Mathematics 7-12: Non-certification	1701.01	MSEd
Adolescence Urban Education: Social Studies	2201.01	BA
Adolescence Urban Education: Social Studies 7-12: 1st Initial	2201.01	MSEd
Adolescence Urban Education: Social Studies 7-12: 2nd Initial	2201.01	MSEd
Adolescence Urban Education: Social Studies 7-12: Non-certification	2201.01	MSEd
Adolescence Urban Education: Spanish	1105.01	BA

Applied Behavior Analysis	2099	Adv Cr.
Bilingual Education	0899	Adv. Cr.
Bilingual School Counselor	0826.01	MSEd
Bilingual School Counseling	0899	Adv. Cr.
Childhood Urban Education	0802	BS
Childhood Urban Education: 1st Initial	00802	MSEd
Childhood Urban Education: 2nd Initial	0802	MSEd
Childhood Urban Education: Non-certification	0802	MSEd
Childhood / Early Childhood Urban Education: 1st Initial	0802	MSEd
Childhood / Early Childhood Urban Education: 2nd Initial	0802	MSEd
Childhood / Early Childhood Urban Education: Non-certification	0802	MSEd
Early Childhood Urban Education: 1st Initial, 2nd Initial	0802.00	MSEd
Early Childhood Urban Education: Non-certification	0802.00	MSEd
Early Childhood Urban Education	0823	Adv. Cr.
Education Leadership	0828	Adv. Cr.
Marriage & Family Therapy	2104.1	MS, Adv. Cr.
Mental Health Counseling	2104.1	MS, Adv. Cr.
Middle Chkildhood & Adolescence Urban Ed: Biology	0401.01	BS
Middle Childhood & Adolescence Urban Education: Chemistry	1905.01	BS
Middle Childhood & Adolescence Urban Education: English	1501.01	BA
Middle Childhood & Adolescence Urban Education: Mathematics	1701	BS
Middle Childhood & Adolescence Urban Education: Social Studies	2201.01	BA
Music Education in Urban Schools	0832	BS
School Counselor	0826.01	MSEd
School Counselor	0826	Adv. Cr.
School Psychologist	0826.02	Msed
Teacher of Visual Arts in Urban Schools	0831	BFA
Teaching Urban Adolescents with Disabilities: 1st Initial	0808	MSEd
Teaching Urban Adolescents with Disabilities: 2nd Initial	0808	MSEd
Teaching Urban Adolescents with Disabilities: Non-certification	0808	MSEd
Teaching Urban Children with Disabilities: 1st Initial	0808	MSEd
Teaching Urban Children with Disabilities: 2nd Initial	0808	MSEd

Teaching Urban Children with Disabilities: Non-certification	0808	MSEd
TESOL: 1st Initial	1508	MSEd
TESOL: 2nd Initial	1508	MSEd
TESOL: Non-certification	1508	MSEd

School of Health Professions

Major	Hegis Code	Degree
Athletic Training	1299.3	BS/MS
Diagnostic Medical Sonography	1225	BS
Exercise Science	1201	MS
Forensic Social Work	2104	Adv. Cert.
Health Sciences	1201	BS
Health Sciences / Public Health	1201 / 1214	BS/MPH
Occupational Therapy	1208	BS/MS
Physical Therapy	1212	DPT
Physician Assistant Studies	1299.1	MS
Public Health	1214	MPH
Respiratory Care	1299	BS
Social Work	2104	BA, MSW
Sport Management	0599	BS
Sports Science	1299.3	BS
Teacher of Physical Education in Urban Schools	0835	BS

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LIU Brooklyn
2016-2017
Graduate Bulletin



LIU Brooklyn

2016 - 2017 Graduate Bulletin

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Notice to Students: The information in this publication is accurate as of September 1, 2016. However, circumstances may require that a given course be withdrawn or alternate offerings be made. Therefore, LIU reserves the right to amend the courses described herein and cannot guarantee enrollment into any specific course section. All applicants are reminded that the University is subject to policies promulgated by its Board of Trustees, as well as New York State and federal regulation. The University therefore reserves the right to effect changes in the curriculum, administration, tuition and fees, academic schedule, program offerings and other phases of school activity, at any time, without prior notice.

The University assumes no liability for interruption of classes or other instructional activities due to fire, flood, strike, war or other force majeure. The University expects each student to be knowledgeable about the information presented in this bulletin and other official publications pertaining to his/her course of study and campus life. For additional information or specific degree requirements, prospective students should call the campus Admissions Office. Registered students should speak with their advisors.

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LIU

Accreditation and Program Registration

Long Island University is accredited by the Middle States Commission on Higher Education, 3624 Market Street, Philadelphia, PA 19104; 267-284-5000; website: www.msche.org. The Middle States Commission on Higher Education is an institutional accrediting agency recognized by the U.S. Secretary of Education and by the Council for Higher Education Accreditation. The degree and certificate programs are approved and registered by the New York State Department of Education.

ABOUT LIU BROOKLYN

Mission Statement

The mission of LIU since 1926 has been to open the doors of the city and the world to men and women of all ethnic and socioeconomic backgrounds who wish to achieve the satisfaction of the educated life and to serve the public good. Its mission is to awaken, enlighten and expand the minds of its students.

Overview

Located in the heart of downtown Brooklyn's thriving Tech Triangle, LIU Brooklyn provides students with experiential learning opportunities reflecting the entrepreneurial community it serves. Distinctive programs encompass the health professions, pharmacy, the health sciences, business, arts and media, natural sciences, social policy, and education.

LIU Brooklyn was founded in 1926 and is the original unit of Long Island University. Its beautifully landscaped, 11-acre campus is a self-contained urban oasis, steps away from world-class arts and entertainment venues like Brooklyn Academy of Music and the Barclays Center, as well as the restaurants and cafes of Fort Greene and the Fulton Mall shopping district. Just a 10-minute subway ride from the professional and cultural opportunities of Manhattan, the vibrant campus includes residence halls for more than 1,100 students.

LIU Brooklyn has a deeply rooted tradition of athletic excellence. The basketball teams of the 1930s captured two national championships, and the campus' success in sports has continued over the decades with numerous Northeast Conference championships. Over the last 10 years, the Blackbirds have won 33 NEC titles, including 10 in the last three seasons. The campus currently fields 18 NCAA Division I teams.

The \$45-million Steinberg Wellness Center, which features an NCAA regulation swimming pool, a 2,500-seat arena, state-of-the-art workout facilities and a rooftop track, serves the campus and the surrounding community, and the Kumble Theater provides an entertainment venue for student and professional performances. The historic Paramount Theater, which is an integral part of the campus, is being restored to its original grandeur and will provide a wealth of engaged learning opportunities for LIU students along with a dynamic performance space for the Brooklyn community.

Dining facilities and food service areas are available in several locations. Blackbird Café, located in Connolly Residence Hall, offers an all-you-care-to-eat dining menu, including cutting-edge American entrees, international specialties, vegetarian selections and much more. Lunty

Commons, located in Metcalfe Hall, is a food court, including Habanero Mexican Kitchen, the All Tossed Up salad bar, Grille Works, and the Express Station. The glass-enclosed Cyber Café is home to Hale and Hearty Soups, Red Mango, and Subway. Two student-run enterprises, Healthy Choices and the Brooklyn Healthy Zone, are located on the third floor of the Library Learning Center, Peet's Coffee is located on the third floor of the Arnold and Marie Schwartz Hall of the Arts and Humanities, and the Smoothie Bar is located in the Steinberg Wellness Center.

Generation after generation, much like Brooklyn itself, the LIU Brooklyn student body has been made up of people from a wide variety of cultures and nationalities. Like their predecessors, many of today's students are new to America and/or the English language or are the first in their families to seek a university education. At LIU Brooklyn, all students find an academic community where cultural, ethnic, religious, racial, sexual, and individual differences are respected and where commonalities are affirmed. This diversity creates an open and welcoming environment on campus, even as the university maintains respect for intellectual, cultural, and academic traditions.

Nationally recruited, the faculty has a strong commitment to teaching, to personal advisement of students, to the fullest range of scholarship, and to faculty development and service.

LIU Brooklyn recognizes both the faculty's training and experience and the character of its diverse student body as two of its greatest strengths. No matter what their background, students come to LIU Brooklyn to build the educational and intellectual foundations for successful personal lives and careers. The campus faculty and administration believe that a liberal education, along with careful preparation for a fulfilling career, is the best way to achieve this end.

To carry out its mission, LIU Brooklyn offers comprehensive undergraduate curricula, supported by graduate programs and advanced courses for specialized knowledge. In addition, the campus has designed programs to permit students to acquire essential literacies, intellectual curiosity, analytic and reasoning skills, and effective communication skills. In this way, the campus serves as a conservator of knowledge, a source and promulgator of new knowledge, and a resource for the community it serves.

LIU Brooklyn offers nearly 160 associate, undergraduate, graduate, doctoral, and certificate programs, including Ph.D. programs in clinical psychology and pharmaceuticals, the D.P.T. in physical therapy, and the Pharm.D. in pharmacy. Academic units include the LIU Brooklyn Honors College, the Richard L. Conolly College of Liberal Arts and Sciences; the School of Business, Public Administration and Information Sciences; the School of Education; the Harriet Rothkopf Heilbrunn School of Nursing; the School of Health

Professions; LIU Global, LIU Pharmacy (the Arnold & Marie Schwartz College of Pharmacy and Health Sciences); and the School of Continuing Studies. The campus is known for its nationally recognized Honors College, which was the first of its kind in the country and emphasizes a holistic, liberal arts background.

LIU Brooklyn offers early action decisions for undergraduate students who apply by December 1 for the following fall semester. Additional information can be obtained by contacting the offices below:

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1 University Plaza
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www.liu.edu/Brooklyn/admissions

LIU Brooklyn Office of Enrollment Services

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Undergraduate and Graduate Offerings

Richard L. Conolly College offers liberal arts and sciences programs leading to the degrees of Associate in Arts, Bachelor of Arts, Bachelor of Fine Arts, Bachelor of Science, Master of Arts, Master of Fine Arts, Master of Science, and Doctor of Philosophy (in Clinical Psychology). It also offers a B.S./M.S. in Communication Sciences and Disorders/ Speech-Language Pathology, and a United Nations Graduate Certificate Program.

The **School of Business, Public Administration and Information Sciences** offers the degrees of Associate in Applied Science in Business Administration; Bachelor of Science in Accounting, Computer Science, Entrepreneurship, Finance, Healthcare Management, Management (available with a concentration in Human Resource Management), Marketing, and Technology Management; Bachelor of Science/Master of Science in Accounting; Master of Business Administration (M.B.A.) in Accounting; Master of Business Administration (M.B.A.) with concentrations in Entrepreneurship, Finance, International Business, Human Resource Management, Management, Management Information Systems, and Marketing (the MBA is also available as a cohorted accelerated One-Year MBA for all concentrations); Master of Science in Accounting, Computer Science, Human Resource Management, and Taxation; Master of Public Administration (M.P.A.) with specializations in Health Administration and Public Administration; Advanced Certificates in Gerontology, Human Resource Management and Non-profit Management; and a collaborative program leading to the United Nations Advanced Certificate and Master of Public Administration.

The **School of Education** offers, on the undergraduate level, the Bachelor of Arts, the Bachelor of Science and the Bachelor of Fine Arts degrees in various disciplines in urban education. On the graduate level, the school offers the Master of Science in Education degree in the areas of Childhood Urban Education, Early Childhood Urban Education, Adolescence Urban Education, Teaching Urban Children with Disabilities, Teaching Urban Adolescents with Disabilities, Teaching English to Speakers of Other Languages (TESOL), School Counseling, Bilingual School Counseling and School Psychology; the Master of Science degree in Mental Health Counseling and Marriage and Family Therapy; and Advanced Certificates in Bilingual Education, Educational Leadership, Early Childhood Urban Education, School Counseling, Bilingual School Counseling, Mental Health Counseling, Marriage and Family Therapy and Applied Behavioral Analysis.

The **School of Health Professions** offers the Bachelor of Science degrees in Health Science, Diagnostic Medical Sonography, Respiratory Care, Sports Sciences, Sport Management, and the Bachelor of Arts degree in Social Work. It also offers combined B.S./M.S. degrees in Athletic Training and in Occupational Therapy and the B.S./M.P.H. in Health Science / Master of Public Health. It offers the M.S. degrees in Exercise Science, and in Physician Assistant Studies as well as the Master of Social Work and the Master of Public Health. The Division of Physical Therapy offers a Doctor of Physical Therapy (D.P.T.) program that is a three-year post-baccalaureate graduate degree.

The **Harriet Rothkopf Heilbrunn School of Nursing** offers the Bachelor of Science with a major in Nursing for generic, R.N.-B.S. and 2nd degree students as well as the Master of Science in Adult Nurse Practitioner, Family Nurse Practitioner, and Nurse Educator. The School of Nursing also offers an accelerated R.N.-B.S./M.S. Adult Nurse Practitioner dual degree program and Advanced Certificates for Adult Nurse Practitioner, Family Nurse Practitioner and Education for Nurses.

LIU Pharmacy (The Arnold & Marie Schwartz College of Pharmacy and Health Sciences) offers an entry-level, six-year Doctor of Pharmacy (Pharm.D.) degree and the Master of Science degree in Pharmaceutics (with concentrations in Industrial Pharmacy and Cosmetic Science), Drug Regulatory Affairs and Pharmacology/Toxicology. It also offers the Doctor of Philosophy in Pharmaceutics (Ph.D.) degree.

LIU Global is designed for students who desire a hands-on learning approach in a variety of international locations. The college offers a Bachelor of Arts in Global Studies and minors in Social Entrepreneurship, International Relations, and Arts & Communications.

LIU Brooklyn Honors College is open to undergraduate students in all majors who meet the

Honors College admissions requirements. Courses offered satisfy the humanities and social science core curriculum requirements for each major; nine credits of advanced Honors College electives (12 for transfer students) are required to complete the program. Students may design a contract major for majors not offered by the university. A 3.0 cumulative GPA is required to graduate with the Honors College designation on the diploma. Students who present at the annual Honors Symposium earn distinction in honors.

University Policies

Long Island University does not discriminate on the basis of race, color, national origin, sex, disability, or age in its programs. The following person has been designated to handle inquiries regarding the non-discrimination policies:

Ronald Edwards

Title IX Coordinator

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For further information on notice of non-discrimination, visit

<https://wdcrobcop01.ed.gov/CFAPPS/OCR/contactus.cfm> for the address and phone number of the office that serves your area, or call 1-800-421-3481.

DIRECTORY

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Bookstore	718-858-3888 718-488-1017	(M-Th) 9:30 a.m. - 6:30 p.m. (F) 10 a.m.- 3p.m.	www.liu.net-brooklyn.bncollege.com
Campus Life	718-488-1042	(M,Th,F) 9 a.m. - 5 p.m. (Tu,W) 9 a.m. - 6:30 p.m.	www.liu.edu/brooklyn/campus-life
Campus Ministry	718-488-1042	(M,Th,F) 9 a.m. - 5 p.m. (Tu,W) 9 a.m. - 6:30 p.m.	www.liu.edu/brooklyn/campus-life
Colleges and Schools			
Honors College	718-780-4023	(M-Th) 9 a.m. - 6 p.m. (F) 9 a.m. - 5 p.m.	bkln-honors-staff@liu.edu www.liu.edu/brooklyn/honors-college
LIU Pharmacy	718-488-1234	(M-F) 9 a.m. -5 p.m.	www.liu.edu/pharmacy
LIU Global	718-780-4312	(M-F) 9 a.m. - 5 p.m.	global@liu.edu www.liu.edu/global
Richard L. Conolly College	718-488-1003	(M,Th,F) 9 a.m. - 5 p.m. (Tu,W) 9 a.m. - 6:30 p.m.	www.liu.edu/brooklyn/conolly
School of Business, Public Administration, and Information Sciences	718-488-1121	(M, Th, F) 9 a.m. - 5 p.m. (Tu, W) 9 a.m. - 6:30 p.m.	business@brooklyn.liu.edu www.liu.edu/brooklyn/sbpais
School of Education	718-488-1055	(M-Th) 9 a.m. - 6:00 p.m. (F) 9 a.m. - 5 p.m.	www.liu.edu/brooklyn/soe
School of Health Professions	718-780-6578	(M-F) 9 a.m. - 5 p.m.	www.liu.edu/brooklyn/health
Harriet Rothkopf Heilbrunn School of Nursing	718-488-1059	(M-F) 9 a.m. - 5 p.m. Summer (M-Th) 9 a.m. - 5:30 pm	www.liu.edu/brooklyn/nursing
School of Professional and Continuing Studies	718-488-1364	(M-F) 8:30 a.m. - 5 p.m.	scs@brooklyn.liu.edu www.liu.edu/brooklyn/scs
Dean of Students	718-780-6545	(M,Th,F) 9 a.m. - 5 p.m. (Tu,W) 9 a.m. - 6:30 p.m.	www.liu.edu/brooklyn/campus-life
Development and Alumni Relations	718-780-6562	(M-F) 9 a.m. - 5 p.m.	www.liualumni.com
Enrollment Services • Financial Services / Bursar • Registration • Academic Advising	718-488-1037	(M,Th,F) 9 a.m. - 5 p.m. (Tu,W) 9 a.m. - 6:30 p.m.	bkln-enrollmentservices@liu.edu www.liu.edu/brooklyn/es
International Student Services	718-488-1389	(M,Th,F) 9 a.m. - 5 p.m. (Tu,W) 9 a.m. - 6:30 p.m.	www.liu.edu/brooklyn/international
Learning and Academic Success	718-488-1040	(M-Th) 9 a.m. - 7 p.m. (F) 9 a.m. - 5 p.m.	
Library	718-488-1680 or 718-488-1081	(M,W,Th) 8 a.m. – 10 p.m. (Tu) 9 a.m. – 10 p.m. (F) 9 a.m. – 5 p.m. (Sat) 9 a.m. – 6 p.m. (Sun) 11 a.m. – 5 p.m. Summer (M-F) 9 a.m. – 8 p.m. (Sat) 9 a.m. - 6 p.m.	www.liu.edu/brooklyn/library
LIU Promise	718-488-1039	(M,Th) 9 a.m. - 7 p.m (F) 9 a.m. - 5 pm (Sat) 9 am - 2 pm	bkln-promise@liu.edu

Mathematics Center	718-246-6317	(M-Th) 10 a.m. - 7 p.m. (F) 10 a.m. - 5 p.m. (Sat) 10 a.m. - 3 p.m.	www.liu.edu/brooklyn/mathcenter
English Language Institute	718-488-1323	(M-Th) 9 a.m. - 6 p.m. (F) 9 a.m. - 5 p.m.	
Multimedia Language Laboratory	718-780-4568	(M-F) 9 a.m. - 9 p.m. (Sat) 10 a.m. - 2 p.m.	
Public Safety	x 1078 (on campus) emergencies: 718-488-1078		www.liu.edu/brooklyn/publicsafety
Steinberg Wellness Center (Wellness, Recreation & Athletic Center)	718-488-3009 (Fitness Center) 718-780-4052 (Pool)	Fitness Center (M-Th) 7 am - 10 pm (F) 7 am - 7 p.m. (Sat) 8 p.m. - 4 p.m. Pool (M-Th) 7 a.m.- 7 p.m. (F) 7 a.m. - 3 p.m.	
Student Support Services	718-488-1044	(M,-Thu) 9 a.m. - 7 p.m. (F) 9 a.m. - 5 p.m.	www.liu.edu/brooklyn/SSS
Testing Center	718-488-1392	(M-Th) 9 a.m. - 6 p.m. (F) 9 a.m. - 5 p.m.	www.liu.edu/brooklyn/testingcenter
Veteran Services	718-488-1587		bklnmilitaryveterans@liu.edu
Vice President and Chief Operating Officer, Legal Counsel	718-488-1001	(M-F) 9 a.m. - 5 p.m.	
Writing Center	718-488-1095	(M-Th) 9 a.m. - 8 p.m. (F) 9 a.m. - 5 p.m. (Sat) 10 a.m. - 4 p.m.	

ACADEMIC CALENDAR 2016-2017

Fall 2016

September 5	Labor Day-holiday
September 6	Convocation Day
September 7	Weekday classes begin
September 7-20	Registration and program changes
September 10-11	Semester classes meeting Saturday-Sunday begin
September 10-11	First weekend session classes begin
September 16	Awarding of September degrees
September 20	Registration and program changes end
October 7	Last day to apply for comprehensive examination
October 14	Last day to apply for January degree
October 22-23	First weekend session final examinations
October 29-30	Second weekend session classes begin
November 8	Election Day-classes in session
November 11	Last day for Partial Withdrawal
November 23	Wednesday follows a Friday schedule
November 24-25	Thanksgiving recess
November 26	Classes resume
December 10-11	Second weekend session final examinations
December 10-11	Semester classes meeting Saturday-Sunday end
December 15	Semester classes meeting Monday through Friday end
December 15	Last day to withdraw from graduate courses
December 15	Last day for full withdrawal
December 15	Last day to complete withdrawal appeal process
December 16	Last day to submit thesis
December 16-22	Final examinations-undergraduate and graduate
December 23	Winter recess begins

Spring 2017

January 16	Martin Luther King, Jr. Day
January 17	Weekday classes begin
January 17 - Monday, January 30	Registration and program changes
January 20	Awarding of January degrees
January 21-22	Semester classes meeting Saturday-Sunday begin
January 21-22	First weekend session classes begin
January 30	Registration and program changes end
February 3	Last day to apply for May degree
February 20	President's Day-no classes
February 21	Tuesday follows a Monday Schedule
March 4-5	First weekend session final examinations
March 6	Spring recess begins
March 13	Classes resume
March 18-19	Second weekend session classes begin
March 31	Last day for partial withdrawal - Undergraduate Classes
April 28	Last day to submit thesis and complete degree requirements
April 29-30	Second weekend session final examinations
April 29-30	Semester classes meeting Saturday-Sunday end
May 2	Semester classes meeting Monday through Friday end
May 2	Last day for full withdrawal
May 2	Last day to withdraw from graduate courses
May 3 - 9	Final examinations-undergraduate and graduate
May 3	Last day to complete withdrawal appeal process
May 10	Commencement Ceremony (tentative)
May 12	Conferral of May degrees

Summer I 2017

May 13-14	Weekend session classes begin
May 14	Last day to add Weekend Session Class
May 15	Weekday classes begin
May 16	Registration and program changes end for weekday classes
May 27 -29	Memorial Day-holiday
June 6	Last day to withdraw from undergraduate courses
June 26	Last day of class
June 26	Last day to withdraw from graduate courses
June 26	Last day to complete withdrawal appeal process
Last Class Meeting	Final examinations
July 1-2	Weekend session final examinations

Summer II 2017

July 4	Independence Day - holiday
July 7	Last day to apply for September degree
July 7	Last day to apply for comprehensive examination
July 8-9	Weekend session classes begin
July 9	Last day to add Weekend Session Class
July 10	Weekday classes begin
July 11	Registration and program changes end for weekday classes
August 3	Last day to withdraw from undergraduate courses
August 17	Last weekday class
August 17	Last day to submit thesis and complete degree requirements
August 17	Last day to withdraw from graduate courses
August 17	Last day to complete withdrawal appeal process
Last Class Meeting	Final examinations
August 19-20	Weekend session final examinations

ADMISSION

Applicants are strongly encouraged to submit an application online at www.liu.edu/apply.

A paper application may also be obtained by visiting the Office of Admissions, LIU Brooklyn, 1 University Plaza, Brooklyn, N.Y. 11201-5372, e-mailing bkln-admissions@liu.edu, or by calling 718-488-1011. A bachelor's degree (or its equivalent) from an accredited institution, indicating an acceptable record, is necessary to be considered for admission to the graduate programs. Additional requirements are described in the sections for each discipline.

The completed application must be submitted with a personal statement of approximately 500 words. In general, applicants must also submit official transcripts from all colleges and universities attended showing all undergraduate and graduate coursework taken and degrees received, if any. Some departments may request letters of recommendation, resumes, test scores, writing samples, portfolios, copies of professional licenses or other additional documents. Applicants should refer to the section of this bulletin for their program of interest as well as the departmental web site to determine what documents are required for admission by their program as well as to determine where credentials and materials are to be sent for processing. An application fee of \$50 is required. LIU Brooklyn encourages students to self-manage their application, which means it is the responsibility of the applicant to collect all required documents needed for admission and submit them to the Admissions Office. Students needing assistance and clarification are encouraged to email the Graduate Admissions Office at bkln-admissions@liu.edu.

Most graduate programs are available each semester on a rolling admissions basis. However, it is strongly encouraged that applications and supporting materials be submitted as early as possible. Several graduate programs have specific application deadlines. Examples of these programs are the Doctor of Physical Therapy (D.P.T.) which is due March 1; the Master of Physician Assistant Studies due on January 15; the Ph.D. in Clinical Psychology due on December 1; the Master of Speech-Language Pathology due on February 1; and the Master of Social Work due on April 15.

Consult the section for your academic discipline for additional information.

Classification of Students

All students admitted to the master's programs will be classified as matriculants or non-degree students. Matriculants must submit evidence of a bachelor's degree or its equivalent. They must have an acceptable record in undergraduate and other studies as reflected in official transcripts of all colleges and universities attended. Usually a B average in the undergraduate major subject is

required. Attention is given to overall grade averages, grade trends during undergraduate study, and areas of scholastic strength.

Applicants must receive satisfactory scores on any required examinations. Students whose undergraduate average is less than B-, and all students from foreign colleges or universities, may be requested to take the Graduate Record Examination (GRE) or the GRE advanced subject examination. Applicants to Master of Business (M.B.A.) in the School of Business, Public Administration and Information Sciences must submit scores from the Graduate Management Admissions Test or the Graduate Record Examination before the completion of their first semester of study. Applicants for the Master of Public Health, Ph.D. in Clinical Psychology, Doctor of Physical Therapy, Physician Assistant Studies and all graduate Pharmacy programs must submit GRE scores from the General Aptitude Test at the point of application. Additionally, individuals who apply for the Ph.D. in Clinical Psychology must submit GRE scores from the GRE Subject Test in Psychology.

A student will be classified as matriculant when accepted into a degree program. Students admitted with technical or academic deficiencies (e.g., incomplete official transcripts) will be classified as matriculants with conditions, pending fulfillment of those conditions. Technical deficiencies must be removed before the end of the first semester of enrollment. Academic deficiencies must be satisfied before the completion of 12 credits required in the degree program or within one year.

Non-degree students must meet the same admission standards as those admitted to degree programs. A student in this category may take a limited number of courses for certification, professional advancement or personal enrichment, but he or she is not classified as a graduate degree-seeking student. Admission as a non-degree student permits registration for a maximum of 12 credits.

If a non-degree student wishes to matriculate, a graduate application must be filed with the Office of Admissions. Upon review of the student's application and supporting credentials, the appropriate department will decide if all requirements for matriculation have been met. Courses completed by non-degree students, if pertinent to the degree program in which the student has matriculated, and if completed within the time limit, are credited toward the degree.

Students Presenting International Credentials

Applications are welcome from students who hold the equivalent of a four-year bachelor's degree. To be considered for admission, undergraduate transcripts/marksheets for each year of study, including degree conferral (diploma/degree certificate) are required. All

records must be translated into English and be original or copies of the original, certified/attested by an official of the school issuing that record or the Consulate/Ministry of Education of the issuing country. A course-by-course evaluation, completed by an acceptable international credential evaluation agency, is required for some programs. Please refer to the section of this bulletin for your program of interest as well as the departmental website to determine if an evaluation is required. The graduate admissions office reserves the right to request an evaluation on any transcripts/marksheets from colleges or universities outside the United States. A complete list of acceptable agencies can be requested from the Office of Admissions or found on www.liu.edu/brooklyn. All students for whom English is not a native language are required to take the Test of English as a Foreign Language (TOEFL) administered by the Educational Testing Service or the International English Language Testing System (IELTS) examination. Information on the examinations may be obtained by visiting www.ets.org and www.ielts.org, respectively from American consulates and embassies abroad, or from the United States Information Service (USIS) in each country.

Proficiency in English must be demonstrated. A student who needs additional study in English may be required to take English courses for foreign students at LIU before or concurrently with an academic program (see English Language Institute section).

International Students

Applications and all supporting documents from international applicants must be received by May 1 for fall admission and by November 1 for spring admission.

Upon notification of admission, the student will be requested to send a non-refundable deposit fee of \$200, which will be applied toward the first semester's tuition and fees. Selected programs of study require a \$500 deposit. Upon admission students are advised if their program of study requires a higher deposit. Upon receipt of the deposit and of a sponsor's affidavit of support and official bank statement, an I-20 form will be issued that will enable the student to apply for a student visa. Students should not make plans to come to the United States until they have received appropriate nonimmigrant forms.

Students should be aware of the cost of living and studying in New York City. It is advised that students make realistic plans to finance their education. A limited number of graduate assistantships are awarded primarily to students who have been in attendance at least one semester. Health insurance coverage is compulsory for all international students and for their dependents. Information pertaining to the health insurance coverage may be obtained from the Office of International Student Services, which assists students on campus.

Students holding F-1 (student) visas are

required by law to be fully matriculated and must be registered for at least nine credit hours per semester.

All forms can be found at www.liu.edu/brooklyn/forms.

Veterans

LIU Brooklyn welcomes applications from veterans and encourages them to take full advantage of their G.I. Bill benefits. Candidates are required to submit a copy of Form DD214, Report of Separation, to the Office of Admissions. A veterans counselor is available to assist in admissions and funding procedures. For further information, contact the Office of Veterans Affairs.

Visiting Students

Graduate students who are degree candidates in good standing at other universities may be granted permission to attend courses at LIU upon filing a visiting student application for the courses and submitting a letter of authorization from the graduate school that they are attending. Courses in the Ph.D. programs and field experience courses need additional departmental approval.

Enrollment and Admission, Related Policies

Post-baccalaureate Students

An applicant who has not completed adequate preparation for a particular graduate program but who presents an otherwise acceptable undergraduate record may be given an opportunity to remove specific course deficiencies. A post-baccalaureate student enrolls in a program of advanced undergraduate courses in the field selected for graduate study. The appropriate department approves the number of credits necessary, the level of achievement required, and the specific courses to be completed. Upon compliance with those conditions, the post-baccalaureate student becomes eligible for admission to the graduate school.

Admission to Classes

Admission to graduate classes does not imply that the student has been accepted as a candidate for a degree. Acceptance to degree candidacy is contingent upon the student's obtaining matriculated status and satisfying all admission requirements of the graduate program in which major study will be pursued.

Transfer Credits

Graduate courses taken at other institutions before admission to LIU may, if pertinent to the plan of study, be credited to the graduate degree. Permission to transfer such credits must be requested at the time of admission, and official

transcripts must be submitted to the LIU Admissions Processing Center. Transfer credit toward the master's degree is normally limited to six semester hours of credit for courses in which the student has received a grade of B or better and is not recorded as part of the grade point average. Courses with a grade of B- are not transferable.

Students seeking a second master's degree may be granted up to 12 credits, when academically appropriate, at the recommendation of the department chair and with the approval of the dean of the college or school in which s/he is seeking enrollment. Students entering the school psychology program may be granted up to 18 credits.

New York State Immunization Law

The New York State Health Department requires college and university students born on or after January 1, 1957 to be immunized against measles, mumps and rubella. All full-time and part-time students intending to register for 6 or more credits, in an approved degree or registered certificate program at the university, must show proof of immunity before they can register for classes. In addition, New York State requires that LIU Brooklyn maintain a record of each student's response to the meningococcal disease and vaccine information regardless of their date of birth. The form must be signed by the student and contain either a record of meningitis immunization within the past 10 years OR an acknowledgement of meningococcal disease risk and refusal of meningitis immunization signed by the student. Students who take classes remotely, or who are and will not be physically present at the University are not required to provide proof of immunization.

For information on student procedures for complying with this law, please contact Campus Life at (718) 488-1042.

Admissions Processing Center

All application materials for domestic graduate students should be sent to the Application Processing Center:

LIU Brooklyn
Admissions Processing Center
15 Dan Road, Ste. 102
Canton, MA 02021

ACADEMIC POLICY

Academic Responsibility

The responsibility for compliance with these regulations rests entirely with the student.

Grades and Symbols

Credit is granted for courses completed with the grade A, A-, B+, B, B-, C+, or C. The F grade signifies failure. P (passed for credit) may be used to mark completion of work in certain research practicums, seminars, workshops and thesis courses.

INC (incomplete) may be used as an interim grade for the first half of a two-semester course, for failure to complete all course requirements, and for thesis courses before acceptance of the thesis. Any other failure to complete the course requirements (e.g., the submission of a term paper) may be recorded as INC. Except in thesis courses, INC grades that have not been replaced by a letter grade within one year may be changed only by repeating the course.

A student may not repeat a course without permission of his or her dean. If a student, with the permission of the Dean, repeats a course more than once, all grades except the first will be computed in the student's average. Satisfactory completion of the course does not eliminate the original INC from the student's record.

AUD recognizes that a course has been audited.

The symbol W is assigned when students officially withdraw from a course in which they were doing satisfactory work. The symbol UW is assigned when students unofficially withdraw from a course. The UW is not computed in the student's average.

Students have until the time of their graduation to have changes made on their academic records. Once a student has graduated, the academic record is frozen and cannot be changed retroactively.

Quality Points

Grade Point Average

The University's grade-point average is employed to determine the average grade status of a student. The grade A corresponds to a 4.000 quality point equivalent, A- to 3.667, B+ to 3.333, B to 3.000, B- to 2.667, C+ to 2.333, C to 2.000 and F to 0.000. P, INC, W and UW grades do not affect the index.

The quality points to which a student is entitled are computed by the formula $X = N \times Y$, where X is the number of quality points, N the quality point equivalent assigned to the grade, and Y the number of credits.

The grade point average is obtained by dividing the sum of the quality points received in all courses by the total number of credits, including

unrepeated F's.

Grade point average computations are carried to the third decimal place from which rounding takes place to the second decimal place. For example, a computed grade point average of 2.994 will be rounded down to 2.990. A computed grade point average of 2.995 will be rounded up to 3.000. On all official LIU transcripts, a grade point average will be displayed to three decimal places with the third decimal place always being zero due to rounding.

Good Standing

The average of grades earned in the approved program of study may be no less than B (equivalent to a quality point index of 3.00). A student whose cumulative grade index is below 3.00 has an academic deficiency. Nevertheless, such students will continue to be considered in good standing so long as they demonstrate satisfactory progress toward removing the deficiency in subsequent semesters. Failure to make a significant improvement in the grade point average may lead to dismissal from the graduate program. Final disposition of such cases is made by the dean after consultation with the appropriate department.

A grade of F in any graduate course is ordinarily grounds for dismissal from the university.

Students accumulating in excess of nine credits of incomplete (INC) may not register for additional courses until their work is completed. Such a restriction does not apply to INC grades in thesis courses.

Individual departments may impose even more stringent academic standards.

In all schools, a B average or 3.00 cumulative grade point average is required for awarding of the graduate degree or any graduate certificate. The School of Business, Public Administration and Information Sciences awards diplomas With Distinction to students graduating with a 3.50 average or better.

Absence from Final Examination

Students who for valid reasons do not appear for final examinations must apply in writing within 10 days to their Dean for permission to take deferred final examinations, provided they have received the grade of INC. They may be asked to provide medical certificates in cases of sickness or injury or other documentation of legitimate excuses. Students will be required to pay the Deferred Final Examination Fee per examination.

Application for Degree

Candidates for graduation are expected to file an application for graduation online in the MY.LIU.EDU student portal. Alternatively, a paper application can be submitted at the Office of Enrollment Services. Degree application deadlines can be found in the academic calendar

available on the Brooklyn website at <http://liu.edu/Brooklyn/Enrollment-Services/Registration/Academic-Calendar>.

Academic Integrity

Academic integrity is the practice of honesty and openness in scholarly, creative, and communal endeavors. Academic integrity is multifaceted. It involves, in addition to ethical practices, the avoidance of **plagiarism, cheating**, and other forms of professional and personal misrepresentation and dishonesty.

Integrity is essential to the values and discourses that characterize the academic environment; to the maintenance of the academic community itself; and to the role of the academic community within society at large.

Trust and integrity are integral to any relationship, whether on campus or in later personal and professional life.

Plagiarism and cheating are serious violations of academic integrity that have significant consequences for the student.

Plagiarism:

Plagiarism is the use or presentation of ideas, words, or work that is not one's own and that is not common knowledge, without granting credit to the originator. Plagiarism may take many forms.

To avoid plagiarism, always cite the source of your information whether from print, electronic/online, or other materials. The guidelines of each individual discipline must be consulted for details specific to that discipline.

It is incumbent upon the student to learn and understand what plagiarism is and how to avoid it.

Cheating includes:

1. falsification of statements or data
2. listing of sources that have not actually been used
3. having another individual write a paper or create a work in lieu of one's own; writing a paper or creating a work for another to use without attribution

4. purchase of a written paper or work for the purpose of submitting it as one's own, or selling a written paper or other work for another's submission as his/her own

5. using written, verbal, electronic, or other sources of aid during an examination (except when expressly permitted, such as on a stated "open-book" exam), or knowingly providing such assistance to another

Please note: This statement and these definitions were agreed upon and accepted by the Faculty Senate of LIU Brooklyn Campus, March 27, 2007. They are to be supplemented by additional principles of academic integrity that are specific to each discipline.

Discipline

Students are expected to conduct themselves in accordance with the normally accepted standards

of academic life. That implies that they will conduct themselves with due regard for the rights of others and, in particular, that their behavior will not interfere with the ability of the academic community to carry out its usual academic functions. It also implies that students will observe the usual standards of integrity with regard to the preparation of essays and the taking of examinations. Students are also expected to comply with those reasonable rules of procedure promulgated by a faculty member for the conduct of his or her class or by the University for the conduct of its business.

Specifically, students must be aware not only of the performance and intellectual standards of each course, but also of the means acceptable for achieving those goals. Students are expected to study all materials presented and to master them. Students may avail themselves of all sources that will further that mastery – textbooks, the library, student study sessions, tutoring, study aids, and so on. Ultimately, however, the instructor's judgment of a student's performance is based on the student's own intellectual achievement and honesty.

Cheating on examinations and plagiarism of any sort are unacceptable. If proven, either is cause for the most severe penalties up to and including suspension or dismissal from the university.

The classroom instructor determines the rules of acceptable student conduct during examinations. Each instructor has the right to insist on procedures to ensure the integrity of those examinations – seating arrangements, no communication among students, the restriction of materials available to students during the examination, and so on.

If a student is discovered cheating on a classroom examination or written assignment, either by crib notes or by receiving information from or giving information to a fellow student or by any means not stipulated by the rules of the examination, the instructor has the right to confiscate all test materials from the person or persons involved and give the grade of zero for the examination to the person or persons knowingly involved. The instructor also has the right to fail the students involved for the course.

Also, students who submit written or other work provably not their own or who submit work with sources inadequately acknowledged or with an inadequate system of documentation for a specific course assignment may be given the grade of zero for the work submitted and a failing grade for the course.

Any breach of discipline may result in disciplinary action, including suspension or dismissal. The Faculty-Student Judicial Review Board, in accordance with its procedures, may hear all cases that may result in suspension or dismissal and will recommend an appropriate course of action to the dean.

The activities of a student may upon occasion result in violation of state or federal law. Respect

for the presumption of innocence requires that the University not impose academic sanctions for the sole reason that a student is or has been involved in criminal proceedings. The university may, however, impose its own sanctions to protect the safety of other students, faculty and property and to safeguard the academic process. If students, in breaking the law, violate university regulations, they will be subject to no institutional penalty greater than that which would normally be imposed.

All matters involving criminal activity will, upon approval of the dean of students, be referred to the appropriate civil authorities for action.

If there is a possibility that testimony or other evidence at a university hearing may be subject to disclosure to civil authorities by way of subpoena, the university's proceedings should be postponed to safeguard the student's right to a fair civil determination.

Appeals Process

Students at LIU Brooklyn may expect a scrupulous regard for their rights as students and individuals and should expect to be treated fairly and with courtesy by all members of the academic community. In any matter in which students feel that their rights have been violated, or in matters of serious dispute with members of the administration or faculty, students may avail themselves of the following formal grievance procedure:

1. The student will write out a clear statement of the grievance.
2. The student may submit the statement to the staff member involved. The student will be given a written response within a reasonable time.
3. If the student is not satisfied with the response or, initially if preferred, the student may submit a statement to the appropriate director or department head. The director will review the matter and provide the student with a written response within a reasonable time.
4. If still not satisfied, the student may institute a formal complaint with the dean of the school in which he or she is enrolled. The dean will review the matter, hear the student and staff member where appropriate, and see that the proper action is taken.

The foregoing procedure shall be a formal grievance procedure for the resolution of all student grievances, including those alleging actions prohibited by legislation.

Student complaints brought to the Office of Academic Affairs are investigated and responded to only when the complaint has been addressed at the campus level.

Criminal Background and Drug Testing

A criminal conviction and/or the use of illegal drugs may impede or bar your entry into your chosen field of study. Students seeking entrance into many fields of study including counseling, education, and health and human services professions should be aware that a criminal record can result in the refusal of licensing/certification/registration agencies to issue the credential needed to practice in that field of study. Prospective students are urged to contact the pertinent state and/or federal licensing agency to inquire whether a criminal record will have an impact on licensure or certification eligibility.

Many clinical/field experience affiliates now require the completion of criminal background checks and/or drug testing for employees, volunteers and students affiliated with the site. Therefore, students who plan to participate in a clinical/field experience may be asked to undergo a criminal background check, and/or a drug screen. Students should be aware that our clinical/field affiliates can reject or remove a student from the site if a criminal record is discovered or if a drug test is positive. In the event that a student is rejected from a clinical/field site due to information contained in the criminal background check or drug screen, the student may be unable to complete a required clinical/field experience. In such an event, the student, may be advised to withdraw from the program.

Related Curricular Matters

Course Numbers

Courses numbered 600 and above are usually open only to those who qualify for graduate standing. Courses numbered 500 to 599 are designed primarily for those who qualify for graduate standing, but may be taken by advanced undergraduate students with permission from the dean of the school in which the graduate course is offered.

Two consecutive numbers joined by a hyphen (e.g., Psychology 660-661) designate a course that runs through two semesters. The first half of such a course is a prerequisite to the second. That is not true of courses with consecutive numbers separated by a comma (e.g., Chemistry 603, 604), which may be taken individually. Some courses are offered in alternate years. A schedule of courses is published for each semester, may be obtained from the Office of the Registrar, and is available online at www.liu.edu/brooklyn/schedule.

Change of Plan (Major) Department

A student transferring from one plan (major) department to another must be formally accepted by the chair of the department to which application for admission is made. The student is expected to

notify the chair of the department that he or she is leaving. Application forms are available in the Office of Graduate Admissions.

Readmission

Students who have not attended classes or maintained their matriculation during any regular fall or spring term are required to apply for readmission and must gain approval from his or her dean. Such students re-enter under the admissions standards and program requirements in existence at the time of re-entry. Readmission applications are available in the Office of Admissions.

Public Information Policy

The Family Educational Rights and Privacy Act (FERPA) of 1974 specifically provides that a school may provide what they deem "directory information," without the student's consent or as provided by the law. Directory information at Long Island University includes the following: the student's name, enrollment status, class, major field of study, dates of attendance, degrees and awards received, past and present participation in officially recognized sports and non-curricular activities, physical factors (height, weight) of athletes and the most previous educational agency or institution attended. Students who wish to have their directory information withheld can make this election by filing the appropriate form at Office of Enrollment Services.

REQUIREMENTS FOR DEGREES

The responsibility for properly fulfilling the requirements for degrees rests entirely with the student. Students generally meet the requirements announced in the Graduate Bulletin for the academic year in which they were matriculated or readmitted. Students for whom graduation requirements change during their progress to a degree may, with their dean's permission, choose requirements in effect at the time of admission or those in effect at the end of the course of study.

Exceptions to the provisions of this section of this bulletin may be made only with the prior written sanction of the appropriate dean on the recommendation of the appropriate department chair.

In addition to the requirements listed below, students must satisfy the various additional requirements and conditions that appear in the respective departmental sections of this bulletin.

Doctoral Degrees

(consult the specific department for requirements)

The doctor of philosophy degree is offered by the Department of Psychology in the field of clinical psychology and in pharmaceuticals by LIU Pharmacy.

The Ph.D. in Pharmaceuticals and the Pharm.D. in pharmacology are offered by LIU Pharmacy.

The Doctor of Physical Therapy (D.P.T.) is offered by the School of Health Professions.

Master of Arts

Master of Science

Master of Science in Education

Master of Fine Arts

Degree requirements vary among different programs and are described fully under departmental listings. There are two general routes to the master's degree: thesis and non-thesis. With an acceptable thesis, a candidate usually completes 30 graduate credits, at least 15 of them in the major department or area of study. Without a thesis, the candidate completes 36 credits of specified courses and passes a comprehensive examination or completes an appropriate specific project.

A maximum of three one-credit workshops may be applied toward a degree. No more than three independent study or tutorial courses may be taken for degree credit.

If a student is seeking a second master's degree, at least 24 graduate credits must be taken in residence. Advanced placement of up to 12 credits may be awarded upon the written recommendation of the department chair and the approval of the student's dean. In some programs with greater credit requirements, as many as 18 credits may be accepted. When such an option is not available, the candidate will be so advised in the letter of admission or in a letter from the department before commencement of course work.

Master of Business Administration

Master of Public Administration

B.S./M.S. in Accounting

The M.B.A. and the M.P.A. degrees are offered by the School of Business, Public Administration and Information Sciences. The M.B.A. requires completion of 24 credits in general business core courses, 18 credits in advanced core courses, 12 credits in a concentration, and 6 credits of capstone coursework for a total of 60 credits.

The M.P.A. program consists of 48 credits, including 18 credits in management courses, 12 credits of advanced courses, 12 credits in a concentration and 6 credits of capstone project.

The B.S./M.S. in Accounting is a 150-credit program designed to prepare Certified Public Accountant (CPA) candidates for licensure. The program meets the 150-hour Certified Public Accountants requirement necessary before candidates may sit for the CPA examination.

600- and 700-Level Courses

In the master's degree programs, a minimum of 18 credits must be taken in courses above the 500 level.

Thesis

The thesis required in many of the graduate programs is intended to test a candidate's ability to engage in original research, organize and evaluate source materials, and express himself or herself creatively in the area of specialization. A course in research methods is required of most candidates writing a thesis. The interim grade for thesis courses is INC. That grade will be replaced by the grade P only upon acceptance of the approved thesis by the University Reference Library.

Completion of the required courses and matriculant status are among the prerequisites that must be met before a candidate's thesis will be accepted for consideration. An oral defense of the thesis is normally required.

Each candidate for the master's degree writes the thesis under the direct supervision of the chair of the sponsoring committee, who is selected on the basis of knowledge of and interest in the subject of the candidate's thesis proposal. The selection of the chair and one or two additional committee members will be made by the student and the chair of the department concerned.

Special Examinations

Departments with degree programs have various requirements for examinations at different stages of the student's academic career. Students should read departmental requirements and consult departmental advisers to determine which of the following types of examinations are required in their programs.

Admission to examinations requires full matriculant status and the acquisition of the minimum credits indicated under the respective departmental headings. Students must be in attendance or maintain matriculation during the semester they take an examination.

Preliminary Examination

The preliminary examination is usually given in departments that require all students to take a common core of courses. It is sometimes a condition of continued enrollment.

Comprehensive Examination

Most departments require a comprehensive examination of students choosing the non-thesis option; it is given after the completion of a specified number of credits. The examination is designed to test the candidate's knowledge of general concepts as well as his or her areas of concentration and may be oral or written. Failing the comprehensive examination on three occasions will result in dismissal from the program.

Examinations are administered at least twice a year – in the fall and the spring. Information concerning their administration may be obtained from the appropriate department. Applications for the comprehensive examination, which are available in the Office of the Registrar, must be signed by the department chair and cleared by the Bursar.

Oral Examination (defense of thesis)

Given by most departments as part of the thesis requirement, the oral examination tests the candidate not only on the thesis project but also in areas ancillary to the thesis. Some departments require an oral defense of the thesis proposal as well as defense of the completed thesis. Other departments require an oral defense of research projects.

Residence

A candidate for the master's degree must complete at least one year of work equaling 24 credits at the university; in the M.B.A. program, 30 credits of advanced work are required.

A candidate for the doctoral degree is expected to complete three years of work in residence at LIU Brooklyn.

Students enrolled in LIU Brooklyn programs at branch campuses or off-campus sites must register and complete residency requirements (usually six credits) at LIU Brooklyn.

Courses taken at another university after admission to LIU may not be used for transfer credit unless prior permission is obtained from the major department and the student's dean. The sum total of transfer credit granted on admission or authorized subsequently toward the master's degree is normally limited to 6 to 8 semester hours of credit and is not recorded as part of the grade point average. In all instances, transfer credit will not be allowed for any graduate courses in which the grade was less than B; that is, courses with a grade B- are not transferable. (Time limits on transferability are outlined below.)

Time Limits

Work for the master's degree must be completed within five years from the date of admission to the graduate program (exclusive of time spent in the U.S. armed forces), unless the appropriate dean approves an extension in writing.

Any courses outside the time limit will not count as credits toward the degree unless approved in writing by the appropriate department and dean.

In the Department of Psychology, work for the doctoral degree must be completed eight years after admission.

Transfer credit will be granted only for courses taken in the five-year and eight-year periods, respectively, before the granting of the degree.

REGISTRATION

The responsibility for compliance with these regulations rests entirely with the student.

Registration each semester takes place during the periods indicated in the academic calendar. Non-degree students must obtain permission to register from the Office of Graduate Admissions before the beginning of each semester.

Registration and Advisement

To be eligible for registration, every graduate student must confer with a representative in the proposed major department. Students can register online at My.LIU.edu.

Payment of all tuition and fees is required in advance of the beginning of classes, unless special arrangements are made with Office of Enrollment Services. Students who have not been cleared by Office of Enrollment Services cannot be considered registered.

Course Load

Full-time graduate students register for no fewer than nine credits in each semester of the academic year. Permission of their dean is necessary to take more than 12 credits in the fall or spring semester or more than six credits in either summer session. New York State residents are eligible for the Tuition Assistance Program grants when enrolled for 12 or more credits. (Please see Financial Aid for complete requirements and procedures.) Non-degree students are normally limited to two courses in the regular semester and one course in each of the summer sessions.

Admission of Undergraduate Students to Graduate Programs

Seniors who need substantially less than a full program to meet the requirements for the bachelor's degree may take, concurrently with their undergraduate program, a limited number of 500- and 600-level graduate courses and reserve the credits for a master's degree. Such a special arrangement will be limited to undergraduate students who have been formally admitted as graduate students, pending satisfactory completion of bachelor's degree requirements. Applicants must have permission from the graduate program as well as authorization from the undergraduate institution. Qualified juniors and seniors attending LIU Brooklyn may, with the approval of the chair of the department concerned and the graduate dean, take courses on the 500-level for undergraduate credit to complete the requirements for the bachelor's degree. The credits they receive may not subsequently be applied toward the credit requirements for the master's degree.

Undergraduate student enrollment in 600-level courses will not be approved by the graduate dean

unless there is exceptional justification given by the department chair.

Maintenance of Student Standing

It is expected that students will fulfill the requirements for the degree by registering over successive semesters, either by attending classes or maintaining matriculation. A degree candidate who does not reregister for classes must apply to his or her dean for maintenance of matriculation before or during the registration period, if the student wishes to continue under the requirements in effect when admitted. A fee must be paid during the registration period of each inactive semester (excluding summer sessions).

Maintenance of matriculation does not extend the time limits specified under Requirements for Degrees.

Students serving in the armed forces of the United States maintain their standing automatically during their time of service. They are, however, required to inform the Office of Enrollment Services of the dates of entrance into military service and termination of active duty.

Change of Status

A non-degree student who has met all the requirements for matriculation must submit a graduate application to the Office of Admissions.

Leave of Absence

LIU Brooklyn permits students to interrupt their undergraduate studies when appropriate. If granted, a leave of absence allows a student to continue under the requirements in effect when he/she was initially admitted.

A student who wants to interrupt their studies at the university for a temporary period may maintain degree status and ensure that his/her degree requirements will remain the same by taking a leave of absence for a maximum total of 180 days in any 12-month period. A degree candidate who is granted a leave of absence does not need to be readmitted to the university upon returning to their program of study. Students are not permitted to attend another college or university while on an official leave of absence.

A student must meet the following requirements to be eligible for a leave of absence:

- Be a degree seeking undergraduate or graduate student
- Be registered for the semester immediately prior to the beginning of the Leave of Absence
- Be in good academic standing, on probation, or on continuing probation with his/her college
- Have no holds (i.e. disciplinary or financial) which would restrict registration
- Submit a formal written and signed leave of absence application form, which specifies the reason for the student's leave

The leave of absence application is available in

the Office of Enrollment Services, and must be submitted to the Office of Enrollment Services after securing dean's approval.

A leave of absence is granted for future terms only, and is not granted retroactively or in the middle of a term. In such exceptional cases where unforeseen circumstances occur after the start of a term, students are permitted to officially withdraw from the university according to the university's official withdrawal policy and appeal any charges assessed to their accounts, or receive incomplete grades that can be made up with the instructor(s). In all such cases where an official leave of absence is not granted, the university is required to perform a return of federal funds calculation for students receiving Title IV federal financial aid.

A student is expected to return from an approved leave of absence within 180 days from the date of the approved leave. Students who have taken a leave of absence due to medical reasons might be required to submit documentation before being eligible to re-enroll. When a student fails to return from a leave of absence, the student's withdrawal date will be reported to the National Student Clearinghouse and NSLDS as the date the student began the leave of absence. Upon returning from a leave of absence, the student may register for classes accordingly. No financial aid or additional fees will be assessed during the leave of absence period.

International students should know that ICE regulations may prohibit those who have been granted such a leave from maintaining their visa status.

Withdrawal

Official Withdrawal from All Courses

An official withdrawal refers to an action taken by a student to discontinue enrollment after the drop period has expired. The course is recorded on the transcript with a grade of W.

- **Course Withdrawals/Partial Withdrawals** - when a student withdraws from one or more classes, but remains enrolled in at least one class.
- **Term/Session Withdrawals/Complete Withdrawals** - when a student drops or withdraws from all of his/her courses in a current term. This can occur at one time or over a period of time within a term.

Unofficial Withdrawal

An unofficial withdrawal refers to a student who fails to attend or ceases to attend one or more classes without officially withdrawing from the university. The course is recorded on the student's transcript with a grade of UW.

Course Drop

A course drop is an action taken by a student prior to the start of, or during the term. The

dropped course does not appear on his/her transcript. Please refer to the University Add/Drop Policy for details on course drops.

Official Withdrawal Deadlines

- **Complete Term/Session Withdrawals** - Students may officially withdraw from the university prior to the start of finals.
- **Summer Session Withdrawals** - Students may officially withdraw from the university prior to the start of finals for the session.
- **Winter Session Withdrawals** - Students may officially withdraw from the university on or before the seventh day of the session.
- **Course Withdrawals/Partial Withdrawals** - Students may officially withdraw from one or more classes through the 10th week of the term. Please refer to the academic calendar in the bulletin on the university website for specific dates in each term.

Withdrawal Methods

The university permits students to withdraw from a course, session, or term in the following manner:

Submit Completed Withdrawal Application Form

A student may withdraw in person, by fax, or by email by submitting a signed and completed Withdrawal Application Form to Office of Enrollment Services by the withdrawal deadline. Forms are processed upon receipt. Any forms faxed outside business hours, during weekends or holidays will be processed the following business day.

Process through MyLIU

- **Course Drop** - Students can use their MyLIU portal to drop courses online through the second week of the term. Please refer to the University Add/Drop Policy for details on course drops.
- **Email to Office of Enrollment Services** - A student may notify the Office of Enrollment Services of their intent to withdraw from the university via their MyLIU email account. Due to FERPA regulations, the university will not respond to requests from outside email sources. In the body of the email, the student must state their intent to withdraw from a course, session, or term. Students must include their student ID number and direct contact information.

Withdrawal Impacts

Effective Date of Withdrawal

- **Official Withdrawals:** The withdrawal date will be recorded with an effective date when all forms are completed, signed and returned to the Office of Enrollment Services. The university has a published Appeals Policy for students who wish to appeal their official withdrawal date.
- **Unofficial Withdrawals:** The withdrawal determination date for students who do not

officially withdrawal will be recorded as the last date of the term. For federal financial aid purposes, it will be assumed that the student unofficially withdrew at the midpoint of the term. See Grading Policy for additional details.

Tuition Liability and Refund Policy

- **Official Withdrawals and Drops:** The effective date of drops and/or withdrawal will determine the student tuition liability due or refund due to the student. See Tuition Liability Policy for additional details, including refunds for room and/or board charges. The university has a published Appeals Policy for students who wish to appeal tuition charges and fees due.
- **Unofficial Withdrawals:** The student is responsible for all associated tuition charges and fees.

Transcript/Grades

- **Official Withdrawals:** A grade of W will be assigned for the course or courses and will appear on the student's transcript.
- **Unofficial Withdrawals:** A grade of UW will be assigned for the course or courses and will appear on the student's transcript.
- **Drops:** The course will not appear on, or will be removed from the student's transcript.

Credits Attempted/Earned

- **Official Withdrawals:** The course or courses will be considered attempted but not earned.
- **Unofficial Withdrawals:** The course or courses will be considered attempted but not earned.
- **Drops:** The course or courses will neither be considered attempted nor earned.

Grade Point Average

Withdrawn or dropped courses do not affect a student's grade point average.

Financial Aid Adjustments

- **Change in Student Status:** Students who change their enrollment status from full-time to part-time, or from full or part-time to below half-time, due to a partial drop or withdrawal, may have their federal, state, and/or university aid adjusted. The university may also be required to report the student's change in enrollment status to lenders, which can trigger the repayment of student loans. Students will be notified in these cases via writing.
- **Cancellation of Financial Aid:** Students will have their financial aid cancelled if the student drops all courses and does not incur any liability, or fails to meet satisfactory academic progress standards as a result of the withdrawal. Financial aid for future terms may also be cancelled. See Appeals Policy and SAP Policy for additional details.
- **Return of Federal Funds:** The university is required to return funds for students who stop attending all courses before completing 60% of the term. The student will be notified by mail of the unearned amounts returned to the federal financial aid programs. The return of federal funds may result in a balance due to the university, particularly if the student previously received and cashed a refund check. See Return

of Federal Funds Policy for additional details.

Residential Life

Students residing in on-campus housing must contact the Office of Residence Life upon withdrawal from the university. Students must follow proper check-out procedures and must vacate their campus housing within 48 hours of the effective withdrawal date. Students who drop or withdraw from a future term must vacate their campus housing after completion of finals. Room and board charges must be cancelled through the Office of Residence Life. Liability for these charges will be assessed at the time of cancellation.

Future Enrollment

Students who withdraw from all courses may be subject to readmission. Students who withdraw from the university must be in good financial standing in order to register for future classes or have access to their official and unofficial transcript.

Special Program Participation

- **Athletics:** In accordance with NCAA regulations, all intercollegiate athletes must notify the Athletic Department and Office of Admissions when partially or fully withdrawing from the university.
- **Veterans:** In accordance with VA regulations, students receiving veteran's benefits must notify the VA Certifying Official in Office of Enrollment Services when partially or fully withdrawing from the university.

Alternatives to Withdrawal

Schedule adjustments

When contemplating a withdrawal due to scheduling conflicts, students should discuss their situation with their academic advisor, academic dean, or the Office of Enrollment Services to see if accommodations can be made.

Incomplete Grades

For some students, receiving an incomplete grade and finishing the coursework at a later time may be a better option than withdrawing from the university. Students should be advised to discuss this option with their instructor, academic advisor or academic dean.

Refund of Tuition in Cases of Withdrawal

When a student withdraws from courses, the university refunds tuition as outlined in the Withdrawal Policy (please see the Tuition and Fee Schedule).

Auditing of Courses

In order to gain necessary background or enhance general knowledge, students may audit graduate courses for no credit. The permission of the instructor and of the dean is required in every case. Laboratory courses and fieldwork practicums may not be audited. Students (who must have been admitted to a graduate program) pay half the

regular tuition for courses, and their transcripts will show that the courses have been audited.

Student Access to Educational Records

In compliance with the Family Educational Rights and Privacy Act (FERPA), LIU Brooklyn informs eligible students and their parents that they may obtain copies of the campus's policy statement concerning the act from the Office of Institutional Advancement and Student Affairs.

Administrative Matters

Cancellation of Courses

The university reserves the right to cancel undersubscribed courses. When it does so, there is no program change fee.

TUITION AND FEES

Students are billed for tuition and fees at the time of registration. Room and board charges are reflected at the time of room assignment. Students must make satisfactory payment arrangements prior to the start of each term or before moving into residence halls to remain in good financial standing.

Acceptable payment arrangements include:

- Payment in full using check or credit card;
- Approved financial aid covering all charges;
- Signed and approved University Payment Plan; and/or
- Participation in an approved third-party payment agreement.

A student who complies with any combination of the above shall be considered in good financial standing, so long as all conditions are met throughout the term. All payment arrangements must be completely satisfied or late payment fees and/or penalties will be applied to your account. Students who fail to make satisfactory payment arrangements on delinquent past due balances may be referred to an outside collection agency or attorney, where additional fees and penalties may be charged to their account (generally 20-45 percent of unpaid charges), as permitted by applicable law. All policies can be found online at www.liu.edu/enrollment-services.

Rate Schedule

Application Fee (non-refundable)	\$50
Tuition Deposit (non-refundable)	200
Master's Degree and Graduate Studies, per credit	1,178
Graduate Audit Fee, per credit	589
Master's Degree and Graduate Studies, special programs:	
Physician's Assistant and Speech Language Pathology, per credit	1,199
Physical Therapy:	
Below 800 Level Courses, per credit	1,199
800 and 900 Level Courses, per credit	1,390
Clinical Practice I (PT850), per course	1,443
Clinical Practice II (PT950), per course	1,804
Clinical Practice III and IV (PT955/956), per course	2,887
Doctoral Degree and Doctoral Studies, 12+ credits, per term (years 1-3)	24,466
Doctoral Degree and Doctoral Studies, per credit	1,565
Dining Dollars, 9+ credits, per term	50
University Fee:	
12+ credits, per term	902
Less than 12 credits, per term	451
Course Fees (additional fee per class):	

EXS 500, 507, 617	500
MS 613	350
PSY 840, 841, 843	100
TAL 088, 099	300

Other Fees:

Maintenance of Matriculation Fee	100
Late Graduation Application Fee	50
Returned Check/Credit Card Chargeback Fee	25
Diploma Replacement Fee	25
Replacement Student ID Card	25
Official Transcript, on demand, per request	25
Official Transcript, online, per request	7

Residence Life Rates

ACCOMMODATIONS (per term)

Housing Deposit (non-refundable)	\$300
490 Fulton Street:	
Studio	10,000
Double Studio	8,140
1 Bedroom Double	8,452
1 Bedroom Apartment	10,928
2 Bedroom Apartment	10,429
3-4 Bedroom Apartment	10,013
5-6 Bedroom Apartment	6,684

MEAL PLANS (per term)

Residential Meal Plan 1 (unlimited meals plus \$300 dining dollars)	2,531
Residential Meal Plan 2 (14 meals per week plus \$300 dining dollars)	2,316
Residential Meal Plan 3 (10 meals per week plus \$300 dining dollars)	2,100
Residential Dining Dollars	300
Dining Dollars+ Plan (\$200 additional dining dollars)	200
Commuter Meal Plan 1 (25 meals plus \$50 dining dollars)	222
Commuter Meal Plan 2 (50 meals plus \$50 dining dollars)	358

All resident students are required to participate in a meal plan. The Residential Dining Dollars plan is only available to residents in apartments with kitchens. Dining dollars can be used at point of sale locations across the campus.

Financial Policies

Payment Due Dates

Term	Bill Available	Bill Due Date
Fall	June 1	August 1
Winter	November 1	December 1
Spring	December 1	January 1
Summer	April 15	May 15

Please note that your invoice is subject to change. Charges are subject to change based on changes made to courses, credit loads, housing and meal selections. Charges may also change to reflect fees and fines. Anticipated aid and financial aid credits are not guaranteed. Students must meet and maintain all program eligibility requirements, complete all required procedures, and submit all requested documents. Financial aid is traditionally based on full-time status and is therefore subject to proration and/or termination if you are not enrolled full-time.

Your MyLIU portal makes it easy to manage your college finances and to pay your bills online, 24/7, so that you can concentrate on your studies and make the most of your education.

- To view your bill, log in to your MyLIU account. Your MyLIU Student Center page will be displayed. Click on the "Account Inquiry" link from within the "Finances" section, and your balance will appear.
- To pay your bill online by using a credit card or check, click on the "Make a Payment" link from the Student Center home page, or from within the "Account Inquiry" section to access the MyLIU Payment Gateway. The LIU Payment Gateway is a secure online terminal that allows you to make a deposit, pay your bill, or set up an online payment plan.

Late Payment Assessment

Fall Term	Amount
August 15	\$150
September 15	150
October 15	200
Winter Term	
1st Day of Classes	\$150
Spring Term	
January 15	\$150
February 15	150
March 15	200
Summer Term	
July 15	\$150

Liability Calendar

Students are responsible for knowing that they are registered for classes, that they are expected to pay for these classes in a timely manner, and must understand and follow the correct procedures to withdraw from classes. **Non-attendance and/or non-payment do not constitute official withdrawal from the university.**

The calculation of your tuition and fee liability, if any, is based on the date of your official withdrawal or drop in accordance with university policy:

Traditional Fall/Spring Terms

Withdrawal Date	Liability
Week 1	0%
Week 2	25%
Week 3	50%
Week 4	75%
Week 5+	100%

Summer and Other Sessions Seven Weeks or Greater

Withdrawal Date	Liability
Week 1	0%
Week 2	50%
Week 3+	100%

Summer and Other Sessions Three to Seven Weeks

Withdrawal Date	Liability
Day 1-2	0%
Day 3-5	50%
Day 6+	100%

Winter and Other Sessions Two Weeks or Less

Withdrawal Date	Liability
Day 1	0%
Day 2	50%
Day 3+	100%

Room and board charges must be cancelled through the Office of Residence Life. Liability for these charges will be pro-rated based on occupancy dates and assessed at the time of cancellation. Students requesting a review of their tuition and fee liability must complete the university's Appeals Form for student withdrawals in accordance with university policy and submit all required supporting documentation.

Payment Plans

Payment Plans

The University offers students and families the ability to pay your tuition bill in installments using our new online payment plan system. These plans can help families budget the cost of tuition and fees by spreading out the cost over a number of payments each term. Enrolling in a payment plan is easy - simply log into the LIU Payment Gateway, pick a plan that meets your needs, and enroll. You can pay online using a credit card or e-check, knowing your information is secured by industry-leading security features. The payment plan system will automatically notify you if your installments increase or decrease due to changes in your student account.

The University offers the following payment plans each semester:

	Gold Payment Plan	Silver Payment Plan	Bronze Payment Plan	Summer Payment Plan	Winter Payment Plan
Enrollment Fee	\$35	\$50	\$100	\$35	\$35
Enrollment Dates	Fall: Jun 1 - Jul 1 Spring: Nov 1 - Dec 1	Fall: Jul 2 - Aug 1 Spring: Dec 2 - Jan 1	Fall: Aug 2 - Sep 15 Spring: Jan 2 - Jan 31	Apr 1 - Jun 30	Nov 1 - Dec 15
Balance Calculation	All applicable charges, less any approved financial aid. Your plan will automatically recalculate if changes are made to your student account or financial aid during the payment plan term.				
First Payment	20% plus fee upon enrollment	25% plus fee upon enrollment	33% plus fee upon enrollment	33% plus fee upon enrollment	50% plus fee upon enrollment
Remaining Payments	Four equal installments. Fall: Aug 1, Sep 1, Oct 1, and Nov 1 Spring: Jan 1, Feb 1, Mar 1, Apr 1	Three equal installments. Fall: Sep 1, Oct 1, and Nov 1 Spring: Feb 1, Mar 1, Apr 1	Two equal installments. Fall: Oct 1 and Nov 1 Spring: Mar 1 and Apr 1	Two equal monthly installments	One additional monthly installment
Late Payment Fee	\$25 if payment is not received within 5 days of the scheduled due date.				
Payment Methods	Mastercard, Visa, American Express, Discover, or Checking Account; auto deduction options are also available.				
How to Enroll	Log into your MyLIU account and select "Make a Payment." Then log into the LIU Payment Gateway and select "Payment Plans."				
Authorized User Access	Yes. You must first set up an authorized user in the LIU Payment Gateway.				

Student Health Insurance

Long Island University has partnered with Gallagher Student Health & Special Risk to develop a cost-effective Student Health Insurance Plan that provides our students and families with robust medical coverage at school, back home, and while traveling or studying abroad. The plan is fully compliant with Federal Health Care Reform and offers students and their dependents access to a network of doctors, hospitals, and pharmacies throughout the country. All international students, clinical students, residential students, LIU Global students, and intercollegiate athletes are automatically enrolled in the Plan but can waive participation online at www.gallagherstudent.com/liu if they have comparable coverage under a family plan or other policy. Students who enter during the spring and summer terms can also participate in the plan with shorter coverage period, reduced rates, and specific enrollment/waiver deadlines.

Beginning on July 1st, students can go to their MyLIU account and click on the "Student Health Insurance" link from the Student Center Home Page to enroll in the Plan, print ID cards, check claims, or waive coverage. Coverage begins on August 15, which represents the start of the plan year, and extends through August 14. **Remember that if you have been automatically enrolled in the plan and wish to waive coverage, you must go online and receive confirmation by the waiver deadlines listed below.** If you require additional assistance, please call the Office of Student Financial Services at 516-299-2553.

Enrollment Waiver Periods

Annual Plan: July 1 - September 30

Spring Plan: January 1 - February 15

Summer Plan: May 15 – July 15

Annual Rates

- Mandatory and Compulsory/Hard Waiver Students - \$2,369
- Spouse/Domestic Partner - \$2,369
- Each Child - \$2,369

NOTE: New students who enter during the spring or summer terms will participate in the Plan with prorated coverage periods and rates.

FINANCIAL AID

Long Island University awards financial aid in an effort to help students meet the difference between their own resources and the cost of education. All awards are subject to availability of funds and the student's demonstrated need. Renewal of assistance depends on annual reevaluation of a student's need, the availability of funds, the successful completion of the previous year, and satisfactory progress toward completion of degree requirements. In addition, students must meet the published filing deadlines. Detailed information on financial aid is forwarded with the admission application and is also available on the Enrollment Services Office website at www.liu.edu/enrollment-services.

Many awards are granted on the basis of scholastic merit. Others are based on financial need. However, it is also possible to receive a combination of awards based on both. Thus, University scholarships or fellowships may be granted by themselves or in conjunction with student loans or Federal Work-Study employment. In order to receive the maximum amount of aid, students must apply for financial aid by the appropriate deadline.

It is the student's responsibility to supply correct, accurate, and complete information to the Enrollment Services Office and to notify them immediately of any changes or corrections in his or her financial situation, enrollment status, or housing status, including tuition remission benefits, outside scholarships and grants, and state-sponsored prepaid college savings plans.

A student who has received a financial aid award must inform the Enrollment Services Office if he or she subsequently decides to decline all or part of that award. Failure to do so may prevent use of the award by another student. If a student has not secured his or her award by the close of the drop/add period, the award may be canceled, and the student may become ineligible to receive scholarship or fellowship aid in future years. Determination of financial need is also based on the student's enrollment status – a change in registration therefore may result in an adjustment to his or her financial aid.

Application Process

Students must submit the Free Application for Federal Student Aid (FAFSA), available online at www.fafsa.gov, which is the basic form for all student aid programs. Be sure to complete all sections. Students should give permission on the FAFSA for application data to be sent directly to Long Island University (the LIU federal school code number is **002751**). New students should submit the application by February 15 for the fall term or by November 1 for the spring term. Returning students should apply no later than March 1. Students requiring summer financial aid

must make an appointment with an Office of Enrollment Services counselor in addition to completing the FAFSA and New York State application (the LIU graduate New York state school code number is **5403**).

To be considered for financial aid, students must be classified either as US citizens or as eligible noncitizens, be officially admitted to LIU or matriculated in a degree program and making satisfactory academic progress toward degree requirements. Students in certain advanced certificate or diploma programs may also be eligible for consideration. Generally, university-administered aid is awarded to full-time students. Part-time students may be eligible for federal loans but must also maintain satisfactory academic progress.

RENEWAL ELIGIBILITY

Financial aid awards are not automatically renewed each year. Continuing students must submit a FAFSA each year by the LIU deadline, continue to demonstrate financial need, make satisfactory progress toward degree requirements, and be in good academic standing. For institutional scholarships, students must generally maintain full-time enrollment and a cumulative GPA of 3.0 to have their awards renewed. Any break in enrollment without an approved deferment on file with the Office of Enrollment Services will result in a loss of your scholarship. Please visit our renewal policy on the web at www.liu.edu/enrollment-services.

WITHDRAWAL

Those receiving federal aid who withdraw completely may be billed for remaining balances resulting from the mandatory return of funds to the U.S. government. The amount of federal aid "earned" up to that point is determined by the withdrawal date and a calculation based on the federally prescribed formula. Generally, federal assistance is earned on a pro-rata basis.

Awards

UNIVERSITY-SPONSORED AND ADMINISTERED PROGRAMS

Through the generosity of its alumni and other concerned donors, as well as from funds supplied by the federal government, the University is able to provide an extensive financial aid program for its students. Awards are competitive and based on academic achievement, test scores, and, in most cases, financial need.

SCHOLARSHIPS AND GRANTS

Long Island University maintains an extensive program of scholarships and grants-in-aid based on academic merit and demonstrated financial need. Awards are made during the admissions process. Institutional scholarships may be combined with government supported grants and loans into a single financial aid package. Scholarships and grants are normally applied to tuition and fees; they can range from \$500 to full tuition and fees and do not require repayment. Need-based

scholarships do not automatically renew for the same amount in subsequent years.

Long Island University's scholarship programs are designed to reward students who demonstrate outstanding academic achievement. We are committed to providing you with an affordable, high-quality education. Awards are given to students who demonstrate academic achievement, athletic talent, or strong leadership as well as performers and artists. Aid is also awarded based on financial need.

PART-TIME EMPLOYMENT

Graduate Assistantships

A limited number of Graduate Assistantships and University Fellowships are granted to various academic departments within each school and college of the University. Graduate Assistantships are also available in administrative departments. All students interested in applying for an Assistantship or Fellowship must complete and submit an application to the appropriate department for review.

ALL OTHER SOURCES OF AID

STATE GRANTS

New York State and other states offer a variety of grants and scholarships to residents. Although application is made directly to the state and grants are awarded by the state, the amount each student is expected to receive is estimated and taken into account by the University when assembling the student's financial aid package. LIU's graduate New York State school code is **5403**. For complete information, contact the New York Higher Education Services Corporation (HESC) at 888-697-4372, or visit their website at www.hesc.ny.gov.

NYS Math and Science Teaching Incentive Scholarship - Provides grants to eligible full-time undergraduate or graduate students in approved programs that lead to math or science teaching careers in secondary education.

Senator Patricia K. McGee Nursing Faculty Scholarship - The Senator Patricia K. McGee Nursing Faculty Scholarship program seeks to increase the number of educators and adjunct clinical faculty teaching nursing education in New York State.

Segal AmeriCorps Education Award - Provided to New York State residents interested in high quality opportunities in community service.

Veterans Tuition Awards - Vietnam, Persian Gulf, Afghanistan, or other eligible combat veterans matriculated at an undergraduate or graduate degree-granting institution or in an approved vocational training program in New York State are eligible for awards for full or part-time study.

States Other Than New York

Some students from outside New York State may qualify for funds from their own state scholarship programs that can be used at Long Island University. Contact your state financial aid agency (call the Federal Student Aid Center at 1-800-433-3243 for the address and telephone

number) for program requirements and application procedures. When you receive an eligibility notice from your state program, you should submit it to the Enrollment Services office in advance of registration.

FEDERAL GRANTS AND BENEFITS

Veterans Benefits

Various programs provide educational benefits for spouses, sons, and daughters of deceased or permanently disabled veterans as well as for veterans and in-service personnel who served on active duty in the United States Armed Forces after January 1, 1955. In these programs, the amount of benefits varies. Applications and further information may be obtained from the student's regional office of the Department of Veterans Affairs. The University is also an annual participant in the Yellow Ribbon Program. Additional guidance may be obtained from the Enrollment Services office or at the US Department of Veterans Affairs website at www.benefits.va.gov/GIBILL/index.asp.

SCHOLARSHIPS AND GRANTS FROM OTHER ORGANIZATIONS

In addition to the sources of gift aid described above, students may also be eligible for a private scholarship or grant from an outside agency or organizations. Some sources to explore are employers, unions, professional organizations, and community and special interest groups.

FEDERAL LOANS

Federal Direct Student Loan Program

The Federal Direct Student Loan is obtained from the U.S. Department of Education. The total amount borrowed in any year may not exceed the cost of education minus the total family contribution and all other financial aid received that year. Interest rates are fixed at 5.31% for graduate loans.

Direct loan payments are co-payable to LIU and the student, and funds are applied first to any outstanding balance on the student's account. An origination fee of 1.068% (2015-16 rate; 2016-17 rates not available at the time this bulletin was published) will be deducted from the loan funds. A student may borrow up to a total of \$20,500 per year. For additional details, visit the US Department of Education website at www.studentaid.ed.gov/sa/types/loans.

Federal Direct PLUS Loan Program

The PLUS loan enables qualifying graduate students to borrow up to the full amount of an LIU education less other aid. There is no aggregate loan limit, and individual lenders will evaluate point history. The interest rate is fixed at 6.31%. An origination fee of 4.272% (2015-16 rate; 2016-17 rates not available at the time this bulletin was published) will be deducted from the loan funds. PLUS loan disbursements are made copayable to LIU and the parent, and funds are applied first to the current term's outstanding balance on the student's account.

PRIVATE LOANS

A private (non-federal) loan may be a financing

option for students who are not eligible for federal aid or who need additional funding beyond the maximum amounts offered by federal loans. These loans are not guaranteed by the federal government. LIU urges all students and parents to research any lender they are considering for this type of funding and to specifically ask a number of key questions, including: current interest rates; co-signer requirements; repayment options, both in school and out; and whether or not the loan may be sold to another provider.

The university does not have a preferred lender for private loans; each student has the right to select the educational loan provider of his or her choice. However, there are a number of independent resources that can be used to evaluate and analyze private loan options.

If you have considered applying for a private loan, you may be required to complete the Free Application for Federal Student Aid (FAFSA) (see above for application instructions) in order for the University to certify your loan eligibility. Private loans that are used to cover prior semesters may require additional information for approval, such as letters certifying indebtedness, attendance verification, official transcripts, etc. As such, when requesting funding for prior terms, be sure to reference the correct academic year on your application.

The basic process involved with securing private loans is the electronic filing of an application, institutional certification, and approval information. Generally speaking, electronic filing processing requires at least 72 hours before a lender will respond. The University will assist you in this process and will determine for you the maximum loan amount you will be allowed to borrow based on your estimated cost of attendance and pre-existing financial aid awards. The complete process normally takes 7-14 business days.

EMPLOYEE EDUCATION PLANS

Many companies pay all or part of the tuition of their employees under tuition refund plans. Employed students attending the University should ask their personnel officers or training directors about the existence of a company tuition plan. Students who receive tuition reimbursement and LIU employees who receive tuition remission must notify the Enrollment Services Office if they receive this benefit.

Standards for Satisfactory Academic Progress (SAP)

Federal Financial Aid Programs

Federal regulations require students to make satisfactory academic progress (SAP) toward the completion of a degree or Title IV eligible advanced certificate program in order to receive Title IV financial aid through the Federal Direct Loan Program. Satisfactory academic progress is measured qualitatively and quantitatively by two

components: a student's cumulative grade point average (GPA) and the amount of credits they have earned relative to their year in school and enrollment status.

Satisfactory academic progress is measured annually, at the end of the reporting semester, after all grades have been submitted. Students failing to meet the criteria stated below are eligible to appeal this decision if extenuating circumstances played a factor in their academic performance. Examples of such circumstances could include an illness, accident, separation or divorce, or the death of a relative. An appeal must be made in writing to the university and include an explanation of the circumstance(s) that may have adversely affected the student's ability to meet the academic requirements, and the plan or changes that have occurred which will allow them to make SAP in the future. All appeals must be accompanied by supporting documentation, such as a letter from a doctor or attorney. If an appeal is granted, the student will either be placed on probationary status for one semester during which the student must meet SAP guidelines, or must successfully adhere to an individualized academic plan that was developed for them by their academic advisor as part of their appeal. Failure to meet these criteria will result in loss of eligibility for Title IV funds.

Students wishing to receive Title IV financial aid for summer semesters may have these awards evaluated and offered prior to a determination of SAP. All students receiving summer aid will have their SAP evaluated after all spring grades have been submitted. Students not making progress will have their summer aid cancelled, and the student will be liable for all tuition and fee charges incurred unless an appeal is filed and granted as outlined above.

The criteria below outline the progress that is required for a full time graduate student to be considered in good standing:

- **Completion Rate Requirements:** All students must earn at least 67% of their attempted hours. The maximum time frame to complete each degree varies by department and is outlined herein under the specific degree program.
- **GPA Requirements:** Students who have earned fewer than 13 credits must maintain a 2.5 GPA; students who have earned 13 credits or more must maintain a 3.0 GPA.

Notes:

- Progress standards for part-time students are prorated based upon the criteria above.
- Qualifying transfer credits are counted as both attempted and earned credits but have no effect on the GPA.
- Grades of W (Withdrawal), UW (Unofficial Withdrawal), and INC (Incomplete) are counted as credits attempted but not completed, and do not affect the GPA.
- Repeated classes will count only once towards credits completed. A student may receive aid for a repeated class that has been successfully completed once.

- Any departmental requirements that exceed these standards must be adhered to for the purposes of evaluating SAP.

New York State Awards

Graduate students receiving New York State scholarship awards must meet the academic standing requirements established by the New York State Education Department. These requirements are different from those set forth by the federal government, and apply only to New York State awards.

The basic measures for good academic standing for New York State awards include the following:

- Pursuit of Program: A student must receive a passing or failing grade (A-F) in a certain percentage of courses each term.
- Satisfactory Academic Progress: A student must accumulate a specified number of credits and achieve a specified cumulative grade point average (GPA).

The requirements for meeting these standards increase as the student progresses, and are based upon the number of state awards that the student has already received. Students failing to meet the required criteria are eligible to request a one-time waiver if extenuating circumstances played a factor in their academic performance. Examples of such circumstances could include an illness, accident, separation or divorce, or the death of a relative. An appeal must be made in writing to the university and include an explanation of the circumstance(s) that may have adversely affected the student's ability to meet the academic requirements, and the plan or changes that have occurred which will allow them to make SAP in the future. All appeals must be accompanied by supporting documentation, such as a letter from a doctor or attorney. If a waiver is granted, the student will be eligible for the state award for the semester for which they were granted the waiver. The student must continue to meet the academic progress and pursuit of program requirements to receive further awards.

The chart below outlines the progress that is required for a graduate student to be considered in good standing:

Graduate Semester Based Program Chart Before Being Certified for Payment:

Semester	Minimum credits accrued	Minimum GPA
1st	0	0
2nd	6	2.0
3rd	12	2.5
4th	21	2.75
5th	30	3.0
6th	45	3.0
7th	60	3.0
8th	75	3.0

Notes:

- A student may not receive a New York State award for repeating a class that they have already successfully completed (i.e. the credits for a repeated class for which the student has already received a satisfactory grade will not count towards the full-time requirement).
- A student is placed on the chart above based upon their total state aid received, including any award(s) received at a previous institution(s).
- To continue to receive New York State funding, a minimum number of credits must be completed each term, as well as on a cumulative basis.
- A student must maintain a minimum grade point average (GPA) prior to being certified for a New York State award payment. This average increases as the student progresses in payment points.
- A student who is not making progress may request a one-time waiver if extenuating circumstances affected their academic performance. A student may only receive this waiver once for New York State awards.

CAMPUS LIFE AT LIU BROOKLYN

Athletics

LIU Brooklyn Athletics is a member of the Northeast Conference in NCAA Division I, and currently supports 19 varsity sport programs that compete at the highest collegiate level in the country. The Blackbirds have won 12 league championships over the last four seasons, including three straight NEC titles in men's track and field from 2014-2016. LIU Brooklyn's women's volleyball team has won nine championships in the last 12 years and the softball program has won a league-high 13 titles in its history.

Campus Ministry

Roland Robinson

Division of Campus Life

Pratt 122

718-488-1042; bkln-campuslife@liu.edu

Campus Ministry at LIU Brooklyn dares to foster a community that takes its faith traditions very seriously. We challenge our members to be credible witnesses of their traditions of faith and to employ the best elements of the same in the services of our community.

As a diversified, multi-religious and ethnic community par excellence, we seek to enrich one another and our community with the values of our different traditions, and to collaborate ecumenically as advocates for justice, peace and reverence for life.

The sacred writings of the different religions serve as our guide for action. And our mode of operation is from campus to social outreach, from place of theory to place of reality, from feelings of concern to actions against poverty, hunger, disease and social injustice.

Our goal is to help our community develop the full potentials of their humanity, become better citizens and responsible inhabitants of our planet, and to die with a better hope.

Cultural Programs and Exhibitions

With three galleries, LIU Brooklyn presents monthly exhibitions of paintings, sculpture, photographs, prints, and other art forms by emerging and established artists. This thriving and diverse exhibition program, sponsored by the Department of Visual Arts, reflects LIU Brooklyn's strong commitment to making an array of visual art accessible to both students and the community. Gallery spaces include the Salena Gallery, the Nathan Resnick Showcase Gallery and the Humanities Building Gallery. Located in

the lobby of the Kumble Theater, the glass-enclosed, elliptically shaped Humanities Building Gallery showcases unique presentations of projects and installations, many of which could not be displayed anywhere else.

Living on Campus

Division of Campus Life

Pratt 122

718-488-1042; bkln-campuslife@liu.edu

Residence Life provides a safe, caring and respectful community where experiential interactions inspire learning, citizenship, leadership and holistic reflection aligned with the Long Island University mission.

Residents reside in one of three residential halls. Richard L. Conolly Hall is a 16-story building of standard, suite, and apartment spaces for freshmen, sophomore, and junior class residents. Seniors live in the 1 Hoyt Street which is comprised of suites and apartment spaces. Graduate students reside in 490 Fulton a three-floor all-apartment residence.

All residential students are required to participate in one of the university meal plan options. All residences offer free wireless internet, cable, study lounges, recreation rooms, TV lounges, laundry rooms, 24 hours/day security officers, and dedicated professional and paraprofessional staff. Typical residential spaces include an extra-long twin sized bed, desk, desk chair, dresser, micro-fridge, wardrobe unit/closet, AC, and personal digital safe.

Public Safety

Emergencies: 718-488-1078

Non-Emergencies: 718-488-1078

The Department of Public Safety at LIU Brooklyn is located in the rear of Metcalfe building, opposite the Pharmacy building. The department has a full-time staff that consists of a director, three tour commanders, three lieutenants, three desk sergeants, 45 public safety officers, and an administrative assistant. Public safety officers are licensed by the State of New York and are trained, certified and registered pursuant to the New York State Security Guard Act of 1992. The department serves the campus 24 hours a day, 7 days a week year-round and may be reached by dialing 1078 on campus telephones (add prefix 488 when using outside lines).

The Department of Public Safety is concerned with the welfare and safety of all members of the campus community and their guests. The activities of the Department of Public Safety are enhanced by its close relationship with the 84th and 88th Precinct, who shares the responsibility of maintaining law and order on the campus. This precinct often notifies the department of any off-campus arrest involving members of our campus community if there is a perceived threat to the welfare of the other members.

Public safety officers are not peace officers, but they do handle criminal acts and crime scenes until the police department arrives. Suspects are identified and detained for action by the arriving police personnel.

Annual Campus Security Report

In accordance with the provisions of the Jeanne Clery Act, LIU Brooklyn's annual security report includes statistics for their previous three calendar years concerning reported crimes that occurred on campus; in certain off-campus buildings or property owned or controlled by LIU Brooklyn; and on public property within, or immediately adjacent to and accessible from, the campus. The report also includes institutional policies concerning campus security issues, such as those concerning alcohol and drug use, crime prevention, the reporting of crimes, sexual assaults, hate crimes, and other relevant matter.

Emergency Management

LIU Brooklyn's Department of Public Safety offers comprehensive services in emergency response and management to ensure the safety of our students, faculty and staff. Through several initiatives, the campus is prepared for a wide array of emergency situations, ensuring prompt notification and protection of the campus community whether the event is commonplace or extraordinary. In the event of emergency, LIU Brooklyn's Emergency Notification System is enabled to instantly and simultaneously contact LIU Brooklyn students, faculty and staff via Long Island University email, Web site notifications and text messaging to those who register their cell phones with the university. Emergency building managers assist Department of Public Safety in disseminating information in their designated building and have been trained in "Evacuation" and "Shelter-in-Place" procedures. LIU Brooklyn employs the use of an outdoor siren warning system.

An efficient snow and emergency school closings system is in place to ensure our students are informed of closings immediately via the LIU Brooklyn homepage, our emergency closings hotline (718-488-1000 or 718-488-1078), as well as local radio and television stations.

Student Life

Division of Campus Life

Pratt 122, 718-488-1042

bkln-campuslife@liu.edu

LIU Brooklyn's Office of CampusLife facilitates the development of students, and hones their personal and organizational leadership skills by providing opportunities for participation in co-curricular, cultural, social, civic, community and wellness programs. The core values of student life are leadership, integrity, service, community, diversity, learning, and school spirit, and we carry out our mission primarily through our oversight of clubs and organizations, leadership training

programs, evening programs, civic and community programs.

All students in good standing are encouraged to take part in co-curricular activities. Programs offered through the Office of CampusLife are funded by student activity fees. The distribution of the student activity fee promotes a progressive and student-centered program.

Student Organizations

We guide and assist over 80 student organizations in planning, organizing and implementing of each group's goals and events. Our student organizations include social, academic, cultural, religious groups and honor societies. In addition, we oversee the student media coalition which is comprised of: WLIU Radio, a state-of-the-art radio station, WLIU DJ Mobile Unit, Seawanhaka Newspaper, Sound Yearbook, and LIU Television.

Leadership Training

Office of Campus Life provides annual leadership training for all students involved in student organizations at leadership retreats. We also offer trainings and workshops throughout the year.

Avena Lounge

The Avena Lounge is a student area complete with opportunities for building business management and event planning skills. The lounge has a game room, kitchen for special events and general programming space. Student employment is also available in Avena Lounge.

Evening Recreation Program

Our dynamic evening recreation program is multi-faceted ranging from basketball, tennis and African/Caribbean dance to board games, table tennis and X-Box game tournaments. Students in the program compete in national and local tournaments. The program also sponsors trips to professional sporting events, including New York Rangers and Islander's hockey, New York Knicks and Brooklyn Nets basketball, New York Mets and Yankees baseball, and New York Jets and Giants football.

Civic and Community Program

Office of Campus Life encourages students to be knowledgeable and engaged citizens. The office registers over 400 students per year in our various voter registration drives.

Additionally, the office sponsors "LIU Gives Back Month" in the month of March, and other service opportunities. Past initiatives, throughout the year, have included fundraising for various benefits such as Relay for Life, Hurricane Sandy relief, breast cancer research, an alternative spring break trip, several blood drives throughout the year, clothing and book drives, holiday celebrations for children in the community and several others. All students and members of

student organizations, in particular, are encouraged to participate in community service each year.

Student Government Association

All enrolled students are members of the Student Government Association (SGA). The executive officers of the SGA, along with the elected representatives from each class, constitute the SGA Council. Some of the SGA Student Council's many duties include allocating of funds to all campus organizations; approving the formation of new organizations; and sponsoring extracurricular programs of intellectual, cultural and social appeal for the student body. In addition to its administrative functions, the SGA Student Council acts as a liaison between the student body and the faculty and administration. In addition, each student organization has representation on the SGA senate.

FACILITIES

Arnold & Marie Schwartz Gym

The Brooklyn Paramount Theater opened on November 23, 1928. At the time of its opening it was the second largest theater in New York with 4,500 seats. Once considered the most beautiful motion picture theater in the world, it was the first designed theater for movies with sound. Doubling as a concert hall, many famous musicians such as Ella Fitzgerald, Miles Davis, Duke Ellington, Chuck Berry and Buddy Holly all graced the theater with their musical presence.

In 1962, a transformation began to turn the historic Paramount Theater into the Arnold and Marie Schwartz Athletic Center. Though modified into an Athletic Center, all the original decorative detail on the walls and ceiling were preserved. In addition to the preservation of the structure, the world famous Wurlitzer organ is housed and still operational underneath the basketball court. The Arnold and Marie Schwartz Athletic Center became home to the LIU basketball and volleyball squads. Officially opening in 1963, it was the Blackbird's home until the opening of the Wellness, Recreation and Athletic center in 2006.

With the opening of the Wellness, Recreation and Athletic Center - now the Steinberg Wellness Center - in 2006, the Paramount Gym has become a multipurpose venue used by the university for events, shows, dinners, classes and intramural sports. Because of its unique history, majestic ceiling and hand carved wall fixture, the gym has become a site that outside businesses and the Brooklyn community love to use for events.

Downtown Brooklyn Speech-Language-Hearing Clinic

The Downtown Brooklyn Speech-Language-Hearing Clinic, located in the Fort Greene/Downtown Brooklyn community, is a vital part of LIU Brooklyn's graduate program in communication sciences and disorders. Our state-of-the-art center employs speech-language pathologists who serve as clinical faculty and supervisors to our graduate interns. Clinical staff are licensed by the NY State Office of the Professions, and certified by the American Speech-Language-Hearing Association (ASHA) and the New York State Department of Education. The graduate program is accredited by the Council on Academic Accreditation of ASHA.

If you believe that you, or someone you know, has a speech-language, swallowing or hearing problem, call us at 718-488-3480. Our fees for services are affordable. We also have a reduced fee schedule, if needed.

Kumble Theater for the Performing Arts

Kumble Theater for the Performing Arts at LIU Brooklyn is a dynamic, state-of-the-art performance venue serving one of the most diverse campuses and communities in the country. It is designed to nourish artistic exploration and development by students and other emerging artists while providing the entire community greater access to an exciting range of quality classical and cutting-edge professional performances from around the world.

Impeccably crafted for the dramatic and technical demands of dance, music and theatrical productions, this elegant, 320-seat theater provides finely tuned acoustics and top-tier lighting, projection and other electronic capabilities. With a stage featuring a "sprung" floor extending to the seating area, the theater fosters an intimacy between performers and their audiences.

This extraordinary theater was made possible through the generosity of LIU Trustee Steven J. Kumble. It is part of an ambitious campus renovation that created an extensive performing arts complex also featuring a black box theater, dance studios and a glass-enclosed art gallery. Among other major supporters of the performing arts complex are the EAB/Citigroup Foundation, through former LIU Board of Trustees Chair Edward Travaglianti, LIU trustee emeritus Donald H. Elliott, former LIU trustee Bruce C. Ratner, the City of New York and the Independence Community Foundation.

Psychological Services Center

Seymour Pardo, Director
718-488-1266

At our Psychological Services Center, free and confidential personal counseling is offered to students by supervised doctoral candidates in clinical psychology. Students experiencing stress in relation to academic, social or family situations or students who simply feel they are not living up to their full potential for various reasons may benefit from speaking to someone at the center. Whether stress is interfering with a student's ability to do his/her best at school or is affecting the student's family or social life, talking can help. No one in or outside the university knows who comes to the center, except in the rare case of danger to self or other.

The Psychological Services Center is located on the fifth floor of the Pratt Building, Room 510 and is open on Mondays and Thursdays 9 a.m. to 4 p.m., Tuesdays 11 a.m. to 4 p.m., and Fridays 10 a.m. to 3 p.m. Students can call to make an appointment or just stop by.

Steinberg Wellness Center / Wellness, Recreational & Athletic Center (WRAC)

This 112,000 square foot facility supports LIU Brooklyn's 17 Division I athletic teams, provides a state-of-the-art workout facility and swimming pool for the campus community, and offers a broad array of health and wellness services to our students, faculty, and administrators, as well as the members of the Brooklyn community at large.

Steinberg Wellness Center (previously called Wellness, Recreational & Athletic Center {WRAC}) features a 2,500 seat arena, which hosts the campus' Division I basketball and volleyball games, high school athletic events, and a variety of other special events. The fitness center includes state-of-the-art cardio and strength equipment, and a group exercise studio that includes free classes such as Pilates, yoga, hip hop dance, total body conditioning, Salsa, Zumba and abs-workout classes. The facility also includes a 25-yard, eight lane swimming pool and a rooftop track and tennis courts.

Steinberg Wellness Center encompasses the Health and Wellness Institute which provides activities and programs that promote good health and wellness behaviors that reduce health disparities and improve the quality of life for members of the campus community and the community at large. The Health and Wellness Institute houses one of New York City's only state-of-the-art HydroWorx 2000 therapeutic pool, which includes an elevating floor to allow for easy access and varied water levels, an underwater treadmill with speeds up to 8.5 mph, underwater video camera and viewing monitors, body weight-support harness system, adjustable temperature control, and jets that propel water and can be used to resist movement and to challenge a person's balance.

The Center for Physical Rehabilitation is a state-of-the-art facility that offers a wide range of physical therapy services to the LIU Brooklyn community as well as to residents of the surrounding community. The center provides a "hands-on" approach for a broad array of physical issues and offers a customized treatment plan that is tailored to your specific health needs. We pride ourselves on delivering individualized care by licensed physical therapists who are experts in treating a diverse client population.

The Harriet Rothkopf Heilbrunn (HRH) Academic Nursing Center is also located in the cellar level of the Steinberg Wellness Center. The HRH Academic Nursing Center's mission is to reduce health disparities among high-risk populations by providing accessible and affordable, primary, secondary and tertiary prevention activities focusing on risk assessment, education, counseling, and referral for vulnerable, underserved populations in downtown Brooklyn

including the students and employees of LIU Brooklyn. The center provides free health screenings, programs to monitor existing health conditions, mammogram and HIV testing and counseling and support programs.

Student-Run Businesses

LIU students learn what it takes to run a business by running a business. Students are involved in every facet of operations, from product selection and marketing to sales management and bookkeeping. Profits from LIU's student-run businesses support student scholarships, along with new business initiatives to create real-world business experiences for more students.

Browse

Browse offers a selection of popular technology brands and products, and is an authorized Apple products retailer. Students will find all the tools they need to power their LIU Brooklyn experience, from tablets and notebooks to all-in-one desktop computers and gaming consoles, as well as accessories. Students will benefit from the IT help desk, which they can use as a resource for technological needs and questions. In addition, students working in the store will gain expertise as they work alongside certified Apple service help desk technicians.

Browse is a Dell University campus store and special discounts are available for LIU community members.

Healthy Zone

Healthy Zone is LIU Brooklyn's newest student-run business, located on the third floor of the Library Learning Center. The shop offers wholesome food, including many kosher-friendly items, and is managed by students under the direction of the Center for Entrepreneurship.

STUDENT SERVICES AND RESOURCES

LIU offers a variety of support services to aid students in achieving their personal and professional goals and make the most of their educational experience. This includes programs designed to serve a diverse variety of students at various stages of their development and address a broad range of individual needs and challenges.

LIU Promise primarily works with first-year students as well as some transfer students and continues to provide guidance and support through graduation. Graduate students and some upper-class students are served through the Office of Enrollment Services as well as advisors within their home departments. Working in concert, LIU Promise, Enrollment Services and Campus Life strive to accommodate the entire LIU student body and promote student retention.

Using the My LIU portal at <https://my.liu.edu>, you can view your financial aid status and account activity, make online payments, schedule appointments with LIU Promise Success Coaches or Enrollment Services coaches, and view "to do" items and "holds" that need to be resolved to continue the enrollment process. Additionally, LIU Promise Success Coaches and Enrollment Services coaches will provide both you and your family continuous support and service throughout your time as an LIU student.

Alumni Community

Alumni Community

Office of Alumni Relations and Development 718-780-6562

The Office of Alumni Relations and Development is dedicated to advancing LIU's mission of access and excellence. Guided by the university's strategic priorities, the office nurtures lifelong relationships with alumni, parents, friends, and organizations that result in volunteer engagement and philanthropic support. All students of LIU Brooklyn are members of the alumni community upon graduation.

Alumni Benefits

The alumni community of LIU receives access to a lifetime of benefits designed to keep alumni connected to one another:

Furthering Your Education

Graduate Alumni Award: Graduates who want to pursue their first master's degree are eligible for a \$1,000 scholarship each year. Students must enroll in six credits per semester.

Paying it Forward Legacy Alumni Scholarship: Children or siblings of alumni are eligible for the legacy alumni scholarship award for up to \$1,000 each year.

Summer Camp discount: Enjoy a one-time 15% discount at LIU Post Youth Camps and the Children's Academy at LIU Brooklyn.

Visiting Campus

Enjoy the performing arts: alumni receive a 10% discount at the Tilles Center for the Performing Arts at LIU Post and receive discounted tickets at the student price at Kumble Theater for the Performing Arts at LIU Brooklyn.

Stay healthy: alumni receive a discounted membership fee to join the Pratt Fitness and Recreation Center at LIU Post and the Wellness Recreation and Athletic Center (WRAC) at LIU Brooklyn.

Library resources: alumni receive access to LIU's large and diverse university libraries and computer labs, including a 10% discount at the campus bookstores.

Retail Discounts

GEICO: alumni receive discounted insurance through GEICO, visit www.geico.com/alum/liu All LIU Brooklyn alumni are encouraged to support the Fund for LIU, which provides assistance to LIU students in need through vital financial aid programs. To obtain an alumni identification card, update your contact information, or to learn more about benefits and volunteer opportunities, please contact the Office of Alumni Relations and Development at 718-780-6562 or email Bklnalumni@liu.edu. The office is located in the Metcalfe building, room M101.

Bookstore

LIU Brooklyn Bookstore - Your Official Campus Bookstore - 718-858-3888

- Location: Between Humanities Building and Richard Connolly Hall
- Payment Methods: financial aid vouchers, LIU Wallet, cash, Barnes & Noble gift card, and all major credit cards.
- Regular Store Hours: Monday – Thursday 9:30 a.m. – 6:30 p.m. and Friday 10 a.m. – 3 p.m. (We have extended hours during the first 2 weeks of classes and reduced hours during the summer and intercession.)
- We are Open 24/7; online: www.liunet-brooklyn.bncollege.com

We Speak Textbook

• Rent or buy new, used, and digital textbooks
When You Rent or Buy Textbooks from the LIU Brooklyn Bookstore, You're Guaranteed:

- The right textbook (we work directly with the professors to get the right titles on the shelf and on our website.)
- Rent or buy textbooks online for in-store pickup or we can ship directly to you
- To save the most money upfront, rent your textbooks and save an average of 50%
 - highlight, take notes, and make them your own, plus we'll send you reminders when your rentals are due back.
- Buying your books?
 - save up to 25% with used textbooks
 - sell us your used textbooks during finals week and get up to 50% cash back.
- Go digital with Yuzu

- Yuzu by Barnes and Noble lets you organize and read your digital content on your iPad and PC. Learn more about Yuzu; www.yuzu.com/college
- Need to return a textbook
- A full refund is given during the first week of classes. The book must be in its original condition and you must have your register receipt or online invoice/order number.
- A full refund is given during the Add/Drop period. The book must be in its original condition and you must have your register receipt or online invoice/order number.

We Have Everything You Need to Succeed

- School supplies
- Pentel, Bic Papermate pens/pencils, Oxford index cards, Five Star notebooks, etc.
- Technology & electronics
- HP, Texas Instrument, Case Logic, etc.
- LIU Brooklyn apparel & gifts
- Under Armour, Champion, Jansport, Alta Gracia, etc.
- Snacks & more
- Energy bars, candy bars, beverages, Burts Bees, etc.

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- Discount on textbooks and other bookstore merchandise
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- We'll partner with you to create a work schedule that works with your classes
- Location - we're right on campus, near everywhere else you need to be

Join our loyalty program and save 25% on one

(1) LIU apparel Item. Visit www.welcomeclassof.com to sign up.

LIU Blue Thursday- wear blue on Thursdays to receive a special 10% discount on one (1) apparel Item In store only

Center for Learning and Academic Success

Dr. William Burgos, Director
718-488-1094

Location: LLC, 4th Fl.

Hours: Monday – Thursday, 10 a.m. - 7 p.m.
Friday, 10 a.m. - 5 p.m.

Online tutoring available, various hours 7 days a week, through Blackboard.

The Center for Learning and Academic Success (CLAS), located in the Library Learning Center, on the 4th Floor, offers quality one-on-one and small-group tutoring across the disciplines to undergraduates of LIU Brooklyn. We provide assistance in mathematics, business, languages, and the humanities, as well as the social, physical and health sciences. Tutoring sessions are

designed to supplement in-class work and focus on providing opportunities for active learning, self-reflection, and collaborative study. Tutors, acting as educational mentors rather than instructors, focus not on teaching content and completing homework assignments, but on posing problems and putting course subjects into practice through critical thinking and re-examination. We want to help you become a better learner. We offer weekly one-on-one or small-group sessions, walk-in tutoring sessions, online tutoring, targeted group workshops, study skills support, mid-term and final exam review sessions, and assistance with forming study groups.

English Language Institute

Noga La'or, Director

Phone: 718-488-1323

E-mail: esl@brooklyn.liu.edu

Location: LLC, 4th Floor

Hours: Monday – Thursday, 9 a.m. – 6 p.m.

Friday, 9 a.m. – 5 p.m.

The English Language Institute offers both intensive and non-intensive English language programs for international students, immigrants, and refugees who wish to improve their language skills. Classes include conversation and listening, reading and vocabulary, grammar, and writing. Full- and part-time preparation courses for the TOEFL (Test of English as a Foreign Language) are also offered, as well as elective classes focusing on pronunciation skills, writing research papers and preparation for the LIU English placement exam. Classes are taught mornings, afternoons, and evenings, Monday-Thursday, throughout the year; F-1 (student) visas and financial aid are available for qualified students. The English Language Institute is located in the Library Learning Center, 4th Floor.

Enrollment Services

Incoming LIU students who are not assigned a Student Success Coach are assigned an Enrollment Services Coach. Enrollment Services Coaches guide and assist transfer undergraduate students as well as graduate students from their first semester at LIU to graduation. This includes keeping up with academic progress and degree requirements, as well as managing financial aid issues.

Students are responsible for registering for classes through the My LIU student portal. As such, they should stay in close contact with their Enrollment Services or Student Success Coach to plan for their enrollment date.

Students with questions regarding the academic counseling program should contact their academic advisor.

Information Technology

George Baroudi, Vice President for Information Technology & CIO

Information Technology's (IT) role has transformed from being two divisions of academic computing and administrative computing services into a single unit that facilitates and fosters technology innovations across the institution – moving the university ahead of the technology curve to build a competitive edge in higher education and to offer modern tools to our students, faculty, staff members and administrators.

The Office of Information Technology is responsible for managing all aspects of the university's information technology operations, including academic and administrative systems and computing, databases, dashboards, networking, audiovisual, video and telecommunications infrastructure, academic computer labs and smart classroom spaces. IT maintains 30,000 internet-capable devices and 826 analog/digital telephones and 859 Cisco IP phones. That includes fiber optic and copper infrastructure throughout the buildings, firewall and security access, and wireless internet access. IT provides off-site facilities support to Hanover, Hoyt and Fulton Street residence halls, Steinberg Wellness Center, the Steiner Studios at the Navy Yard (screen writers program), Westchester and Rockland campuses. IT also maintains the campus' security camera systems, electronic door locks to all dorms and most classrooms, cafeteria and retail space cash registers, Kronos timekeeper for the facilities staff, campus videoconferencing and campus plasma displays, electronic and web signage.

Office of Information Technology also provides oversight for university-wide information systems, compliance and security in accordance with policies set forth by university counsel. Office of Information Technology collaborates with the Office of Academic Affairs to implement a unified, comprehensive learning management system and online education initiatives. Office of Information Technology also manages business process improvement initiatives across the university.

As a further extension of the university's commitment to providing students with unique, real-world learning opportunities, LIU's Office of Information Technology recently opened the doors to **Browse**, LIU's on-campus technology store, an authorized technology products retailer that offers popular technology brands and products, from tablets and notebooks to all-in-one desktop computers and gaming consoles, as well as accessories, at discounted rates for LIU faculty, students, and staff with a valid LIU ID. Students who are hired in Browse as store associates play an important role in the Browse's day-to-day

operations and gain professional skills as they work alongside certified service help desk technicians. Students have the opportunity to learn about retail, customer service, business management, entrepreneurship, small business operations, supply chain management, e-commerce, as well as networking and technology troubleshooting, work experience that helps students to build a professional résumé prior to graduation. Students are encouraged to come to Browse for helpdesk support issues.

Faculty members have a specialized resource: the Faculty Technology Resource Center (FTRC). The FTRC locations at each campus facilitate utilization of the Blackboard learning management system along with other teaching and learning tools. The FTRC provides consulting, design, and programming for custom multimedia applications, digitization of educational resources, and provide and maintain public work spaces created specifically for faculty curricular development and staff technology training use. The FTRC staff is available for individual consultation, and also offers workshops and presentations in the latest uses of technology in the classroom.

MyLIU

MyLIU portal provides students with convenient access to information about their records. By logging onto <https://my.liu.edu>, students may view their schedule of classes, register for courses, obtain their grades, request transcripts, and apply for graduation. They may also view financial aid awards, billing information, make online payments, accept and decline federal loans and Federal College Work Study, and make an appointment to see counselors. For more information, please visit or contact Browse.

Student Helpdesk

Browse's helpdesk, run by student store associates, offers students with technology purchasing support and IT helpdesk services.

Student Email

Each student is assigned a university email address to use for corresponding with university faculty and staff. Students can check their email by logging into <https://my.liu.edu>. If you have any trouble accessing your MyLIU account, please check with the helpdesk at Browse at LIU Brooklyn on Dekalb Avenue.

IT Website: <http://it.liu.edu>

IT Email: IT@LIU.edu

IT Phone: 718-488-3300

International Student Services

Steve A. Chin, Director

Phone: 718-488-1389

Fax: 718-780-6110

E-mail: steve.chin@liu.edu

The Office of International Student Services provides special services to students from abroad

and responds to their unique needs and problems. It gives information and sees to it that the resources available on campus are being used. It also guides and helps students with immigration and personal matters. All international students are required to contact the Office of International Student Services as soon as possible after registration. Special orientation programs are given during the fall and spring semesters. The office is a source of reference for international students on F-1, M-1 and J-1 visas.

Mathematics Center

Dung Duong, Assistant Director
718-246-6317

Hours: Monday – Thursday: 10 a.m. – 7 p.m.
Friday: 10 a.m. – 5 p.m.
Saturday: 10 a.m. – 3 p.m.

The Mathematics Center, located in room M – 1105, offers students the opportunity to develop basic mathematics skills required for mathematics problem solving, as well as logical and analytical thinking by offering the non-credit courses DSM-01 and DSM-09. Tutors are available as well as opportunities to learn how to use software in personal computers. The Mathematics Center is a place where all students will be able to enhance their knowledge and understanding of mathematics. All students are able to visit the Mathematics Center to obtain free tutoring. The Mathematics Center provides help and tutoring for all students taking freshman level mathematics for academic credit. The Mathematics Center is not only a place for students with mathematics related problems on specific subjects, it is also a challenging work site for advanced students in all areas of studies where mathematics is involved. The Mathematics Center always welcomes walk-in students. In addition, individual tutors are available to assist with the use of software applicable to other areas of study – biology, chemistry, physics, pharmacy – offering useful tools for a better analysis and understanding of those disciplines. All students are eligible to participate, either voluntarily or upon instructor referral.

Multimedia Language Laboratory

Peter Kravsky, Associate Director
718-780-4568

Location: LLC-021
Hours: Monday-Friday, 9 a.m. – 9 p.m.
Saturday, 10 a.m. – 2 p.m.

The Multimedia Language Laboratory enables students of foreign languages as well as English as a Second Language (ESL) to improve their language skills at their own pace, either individually or collaboratively, using a full range of interactive language learning software. The Multimedia Language Laboratory provides a learning environment where students can:

- test their comprehension on any items covered

in class,

- check their understanding of grammar and spelling,
- read a variety of materials and check their comprehension of vocabulary and content,
- practice pronunciation and listening comprehension through viewing and hearing material in the target language.

Student Support Services

Joanne Hyppolite, Ph.D, Director
718-488-1044

Student Support Services is a federally funded TRIO program which aims to encourage and assist students who are traditionally under-represented (first generation, low income) in postsecondary education, as well as provide qualified students with disabilities with appropriate academic accommodations and support needed to ensure equal access, in the preparation for, entry to, and completion of a post secondary degree.

The Office of Student Support Services provides opportunities for academic development with the aim of increasing the retention and graduation rates of its students. This is done by:

- Pairing all registered students with an Education Specialist who will work individually with students to provide personal and academic counseling, devise and implement interventions, and serve as a liaisons between students, and on-campus resources.
- Providing classroom and exam accommodations for qualified students with a disability.
- Providing technology and textbook loaner program for students.
- Social skills and advocacy groups, technology workshops, and career counseling.
- Academic support: ensuring the students receive mandatory tutoring and participate in math/English workshops.

Disability Support Services

Office of Student Support Services currently provides reasonable accommodations for a myriad of disabilities. These include, but are not limited to, psychiatric/psychological, neurological physical disabilities/mobility Impairments, sensory impairments, chronic medical and learning disabilities.

Students who wish to receive accommodations must self-identify to the Office of Student Support Services.

In order to receive accommodations under the Americans with Disabilities Act a current or incoming student must:

- have a physical or mental impairment which substantially limits any major life activity
- have a record of such an impairment
- be regarded as having such an impairment

For additional information please contact our office at the number above or visit our website

www.liu.edu/Brooklyn/StudentLife/SSS.

Testing Center

Testing Center
Andres Marulanda, Director
718-488-1392

Location: LLC, 4th floor
Hours: Monday – Thursday, 9 a.m. - 6 p.m.
Friday, 9 a.m. - 5 p.m.

The Testing Center is committed to provide a nurturing, informative environment for students taking the LIU Brooklyn Placement Examination or other examinations deemed necessary by the university community. The placement examination is administered on campus or electronically through the Online Writing Assessment. Our center supports student success by ensuring that entering students are placed in appropriate English and mathematics courses.

Other examinations administered by the center include retests and exemption exams such as the Math 10 and language exams, Ability-to-Benefit exams required for some students for financial aid and exams to fulfill the core curriculum computer literacy graduation requirement. Support and appropriate arrangements are available for out-of state students. Applicants with qualifying disabilities should contact the Office of Student Support Services for testing accommodations.

The Testing Center works collaboratively with the campus community and supports academic departments by providing testing and proctoring services. The office administers the Teaching and Learning Assessment, the TEAS nursing exam, diagnostic tests including the ASSET and Accuplacer exams, Certified Surgical Technology test and other professional and certification examinations.

Veteran Services

LIU Brooklyn has a proud and distinguished history of serving its nation's military veterans and active duty service members. Our supportive community of staff and faculty is dedicated to seeing you succeed in your education, your career and your life. To accomplish this mission, LIU Brooklyn provides the resources needed to pursue your education while balancing the demands of life both inside and outside the classroom.

For additional information, our Veterans School Certifying Official can be reached at 718-488-1587; email: bkln-milvets@liu.edu.

Writing Center

Donald McCrary, Director
Lynn Hassan, Associate Director
718-488-1095
Hours: Monday-Thursday: 9 a.m.-8 p.m.
Friday: 9 a.m.-5 p.m.
Saturday: 10 a.m.-4 p.m.

The Writing Center, located in Room H-218,

offers one-on-one and small group tutoring to all LIU Brooklyn students. Its mission is to help students become better writers over time. Tutors work with students at all stages of the writing process: understanding an assignment, drafting an essay, learning more effective reading strategies, developing and supporting arguments, and learning how to proofread and edit papers. Students may register for ongoing weekly 50-minute sessions, one-time appointments, or distance tutoring. The Writing Center also serves as an on-campus resource and reference center for writing instruction and, through its Student Writing Group Project, works closely with the Writing Across the Curriculum (WAC) program, offering in-class writing workshops across the disciplines. Students registered at the Writing Center are welcome to use the dual-platform computer lab.

SPECIAL PROGRAMS

After School & Evening School-Age Child Care - FUN (Family University Program)

Guin Ellsworth, FUN After School Director 718-246-6488

Charlotte Marchant, School of Education 718-246-6496

The Family University (FUN) Program has been designed to serve financially eligible LIU Brooklyn students and their children by offering after school and evening programming for students with school-age children on a sliding fee scale. FUN is located within the Learning Center for Educators & Families (LCEF), a vital site for inquiry and learning and part of LIU's School of Education at 9 Hanover Place. With support from LIU Brooklyn and the School of Education, we are able to provide a safe space for children to engage in community-building, explore their creativity through arts and literacy-based activities, receive help with their schoolwork and eat a healthy dinner - leaving parents free to pursue their education. FUN is open Monday-Thursday, 3:30 pm - 8:30 pm, fall and spring semesters. Fees range from \$25-\$100 per LIU student, per semester. Registration is ongoing. FUN is funded through the Child Care Access Means Parents In Schools (CCAMPIS) program of the US Department of Education, accredited by the Council On Accreditation (COA) and licensed by the New York State Office of Children and Family Services (OCFS).

LIU BROOKLYN LIBRARY

Ingrid Wang, Associate Professor, Director;**Telephone: 718-488-1680****Fax: 718-780-4057**

The LIU Libraries system serves a combined total of over 20,000 students and more than 600 full-time faculty members across residential and regional campuses. The university's libraries share many online resources that can be accessed from anywhere at any time via remote access including subscriptions to more than 94,000 online journals; 150 online databases; 170,000 electronic books; and 41,000 files of streaming media. These resources may be accessed via the LIU Brooklyn Library homepage at www.liu.edu/brooklyn-library.

Collectively, the libraries house approximately 664,000 print books and more than 15,000 non-print media items. The collections of all LIU libraries are listed in LIUCAT, the library catalog. Books, journal articles and other library materials owned by LIU's libraries not available at a particular campus can be requested through LIUCAT and supplied via the intralibrary loan service of the LIU libraries. Items not available at LIU libraries can also be requested through interlibrary loan and brought to campus or delivered electronically.

The LIU Brooklyn Library houses a rich collection of books, periodicals, microforms, audio and videotapes, CDs and DVDs, pamphlets, and other materials in support of the campus' educational programs.

The reference collection, reference desk, paralegal collection and Technical Services departments are situated on the third floor of the Salena Library Learning Center. An information commons, consisting of clusters of computers, provides access to the databases, library catalog, and the Internet, all within a few steps of the reference librarians. These computers, as well as all other computers in the library, are also equipped with productivity software such as word processing, spreadsheet, and presentation programs.

The Periodicals department, with a collection of both print and microform titles, is located on the fourth floor, where digital microform readers and printers are available. The InterLibrary Loan, Special Collections, Rare Book Room, and the Electronic Services department are also located on the fourth floor.

The circulation desk, reserve collection, and the main book stacks are located on the fifth floor. The Media Center, housing the multimedia collection, media equipment and a group viewing room, is also on the fifth floor, as is the Library's Cyber Lab. The Cyber Lab is equipped with computers that provide access to databases, library catalog, and Internet as well as up-to-date word processing, spreadsheet, presentation and database programs. In addition, the Library's "smart classrooms" are located on the fifth floor. Photocopying machines are available on all three floors of the Library.

The Library is a member of several consortia, which grant both reading and borrowing privileges to LIU students. The Library offers information literacy classes and curriculum-integrated instruction. Library faculty and staff are available to help faculty and students with reference questions and research strategies.

HARRIET ROTHKOPF HEILBRUNN SCHOOL OF NURSING

The Harriet RothKopf Heilbrunn School of Nursing Graduate Program offers the Master of Science degree for the baccalaureate prepared registered nurse interested in pursuing a career as a nurse educator or a nurse practitioner. Advanced certificate programs are available for the Master (in nursing) prepared registered nurse interested in practice as a nurse practitioner or as a nurse educator. The registered nurse with an associate degree is eligible for admission to a dual degree program culminating with a Master of Science degree.

- The graduate program is fully accredited by the Commission on Collegiate Nursing Education (C.C.N.E.) and all of its programs are registered with the New York State Education Department. Graduates of the Nurse Practitioner Program are eligible for New York State certification as either an adult or family nurse practitioner. Graduates of the BS/MS Nursing/Adult Nurse Practitioner Programs are eligible for New York State Certification as an adult nurse practitioner.
- For information, please contact the School of Nursing at 718-488-1059 fax 718-780-4019, email us at amy.ma@liu.edu, or visit the website at www.liu.edu/brooklyn/son.

Dr. David Keepnews

Dean

david.keepnews@liu.edu

Dr. Catherine D'Amico

Associate Dean

catherine.damico@liu.edu

Dr. Hazel Sanderson-Marcoux

RN-BS & Off-Campus Coordinator

hsanders@liu.edu

Ms. Corinne Reilly

Administrative Assistant to the Graduate Programs

corinne.reilly@liu.edu

SCHOOL OF NURSING

Professors: Levine-Brill

Associate Professors: Acee, Carr, Cleary, D'Antonio, Ma, Marrone, Marsala-Cervasio, Sanderson-Marcoux,

Assistant Professors: Baldwin, Brennan, Broholm, Corda, Elie, Lall, Hauck, Maydick, Paoletti, Valenti

Adjunct Faculty: 85

Graduates of the Master of Science or advanced certificate program will be prepared to demonstrate mastery of the following objectives:

- Synthesize knowledge from conceptual frameworks and empirical sciences relevant to the advanced-practice nursing role.
- Evaluate relevant data in the planning and implementation of health care.
- Utilize the research process in the systematic investigation of factors that influence the health and adaptation of client populations.
- Assume a collegial role in consultation with other care providers to enhance the quality and accessibility of health care services to consumers.
- Utilize the advanced practice role to exercise leadership responsibility, professional accountability and scholarly approach to health care.
- Generate a personal philosophy and role definition that reflects commitment to human values and contributes to the evolution of nursing as a profession.
- Utilizes oral and written communication skills to actualize the advanced practice of the nursing role.

Dual Degree Programs

- B.S./M.S. in Nursing/Adult Nurse Practitioner*

Graduate Programs

- M.S. in Adult Nurse Practitioner*
- M.S. in Family Nurse Practitioner*
- M.S. in Nurse Educator*
- Advanced Certificate in Adult Nurse Practitioner*
- Advanced Certificate in Family Nurse Practitioner*
- Advanced Certificate in Education for Nurses*

*These programs are presented in a blended format.

Admission to the Degree and Advanced Certificate Programs

Criteria for acceptance into any of the Master of Science degree programs:

- B.S. degree from a School of Nursing accredited by a nationally recognized accrediting body with a 3.0 GPA in the Nursing major and 3.0 overall GPA
- New York State R.N. License.
- One-year current clinical experience, two years preferred. Applicants to the Nurse Educator

Program can be accepted without the minimum 1-year of clinical experience.

- Three professional references on School of Nursing form.
- A personal statement of professional goals.
- A personal interview, analytical writing and basic computer competency tests.
- Research and statistics courses and a health assessment course or certificate are pre-requisites for the nurse practitioner programs. Pre-requisites may be completed during the first year of graduate work.
- Read and sign the Essential Behaviors and the School of Nursing Code of Honor document. Criteria for acceptance into any of the Post Master's Certificate programs:
 - M.S. from a CCNE or NLN accredited School of Nursing with a 3.0 GPA
 - New York State R.N. License
 - One-year current clinical experience, two years preferred.
 - Three professional references on the School of Nursing form.
 - A personal statement of professional goals.
 - A personal interview, analytical writing and basic computer competency tests.
- Read and sign the Essential Behaviors and the School of Nursing Code of Honor document. Criteria for acceptance into the dual B.S./M.S. programs:
 - Registered Nurse with an associate degree in nursing.
 - Licensed in the U.S., eligible for licensure in New York State
 - Minimum GPA of 3.0 in science and nursing courses.
 - A personal statement of professional goals.
 - Three professional references on School of Nursing form.
 - Personal interview, analytical writing and basic computer competency tests.
 - Read and sign the Essential Behaviors and the School of Nursing Code of Honor document.

Application for Admission

Applications are not considered until all of the following have been received:

- Completed LIU Brooklyn application form
- A current resume
- Three completed recommendation forms
- An official transcript.
- A copy of the applicant's current New York State registration/license as a Registered Nurse
- A 1-2 page personal statement of professional goals.
- Interview with Director/Graduate Program Faculty

Deadlines for Submission of Application

Students are accepted for classes starting in September in the Nurse Educator Program and the Nurse Practitioner Program. The deadline for submitting a completed application to the Nurse Educator and the Nurse Practitioner programs is August 1st.

Submitting an Application for Admission

All applicants must apply for admission to LIU Brooklyn. Please apply online at liu.edu/brooklyn. For more information on the admissions process, visit the Office of Admissions website or call 718-488-1011.

Program Requirements

Completion of this program is contingent upon:

1. Maintaining a grade of B or better in all graduate nursing courses.
2. Completion of the prescribed course of study.
3. Adhere to the Essential Abilities and Behaviors of the Graduate Nursing Program and the Code of Honor of the School of Nursing.
4. Maintaining a current membership in a professional organization approved by the director of their program.
5. Attending at least one meeting of the approved professional organization each semester.
6. Completing the online course *Nurses on the Front Line: Preparing for and Responding to Emergencies and Disasters* at learning.nnepi.org/default.asp.

Clinical Clearance

Students must submit all of the following documentation prior to starting the internship experience:

1. A health history and physical examination on a School of Nursing form.
2. Up to date immunization requirement
3. Current New York State license to practice as a registered professional nurse.
4. Malpractice insurance for graduate nursing students with minimum coverage of \$1,000,000 per claim and \$6,000,000 aggregate. It is the student's responsibility to check with their insurance carrier to confirm that their malpractice coverage includes activities as a nurse practitioner, nurse executive or nurse educator student.
5. Current basic life support certificate.
6. Verification that mandatory fire, safety and infection control requirements have been met within the past year.
7. Current HIPPA privacy/confidentiality certificate.
8. Current health care insurance certificate.
9. Background investigation within the past year.
10. Drug screen within the past year.
11. Current résumé.
12. If a student is pregnant, she must have written permission from her health care provider to practice where there are infectious diseases
13. Current address, email address, mobile telephone number, home and work telephone numbers on file with the clinical coordinator.

Nurse Practitioner Programs

The Nurse Practitioner programs are designed to prepare the Registered Nurse for an advanced practice role in a primary care setting. The master of science degree programs and the post-master's certification programs prepare students to meet the requirements for New York State certification to practice as an adult or family nurse practitioner. Graduates also will be eligible for national certification by professional organizations.

The course of study for Adult Nurse Practitioner may be completed in six or seven semesters of part time study; the Family Nurse Practitioner may be completed in eight to nine semesters of part time study.

The primary focus of both the Master of Science degree and the post-master's certificate program for nurse practitioners is expertise in the clinical role. The course of study for both has been developed with that goal in mind. Graduates of the any of the nurse practitioner programs will be able to:

- Use a wide range of theory and research from nursing, medicine and the social and physical sciences in formulating health care management plans for individuals.
- Assess, diagnose, monitor, coordinate and manage the health care of selected clients of all ages in both primary and acute care settings.
- Perform and interpret physical examinations and laboratory tests in both the primary and acute care setting.
- Select and recommend appropriate diagnostic and therapeutic interventions and regimes with attention to safety and cost in keeping with collaborative protocols.
- Select and prescribe appropriate drug therapy for common acute and chronic disorders in keeping with collaborative protocols.
- Prepare and submit practice protocols in order to meet the certification requirements of the New York State Education Department.
- Articulate the role of the nurse practitioner as a collaborative member of the health care team.

M.S. in Adult Nurse Practitioner

Blended Learning - Onsite & Online

The 43-credit M.S. in Adult Nurse Practitioner program prepares nurse practitioners by integrating extensive clinical practice with foundational knowledge that is required of all graduate nursing students. It is designed for the registered nurse with a B.S. in nursing, who wishes to acquire the clinical knowledge and skills needed for advance-practice nursing roles in the care of adults in a variety of primary care settings.

This program is presented in a blended format. All courses are web-enhanced using Blackboard. Up to 49% of the content in any one course may be online. Basic computer skills are required.

The program is approved by the New York State Education Department and is fully accredited by the Commission on Collegiate Nursing Education (CCNE). Graduates are eligible for New York State certification as an adult nurse practitioner and for national certification through the American Nurses Credentialing Center (ANCC) or the American Academy of Nurse Practitioners (AANP).

M.S., Adult Nurse Practitioner

[Program Code: 20000]

Must complete all courses below:

NUR	610	Nursing Research	3.00
NUR	612	Pathophysiology of the Adult for Advanced Practice Nursing	3.00
NUR	614	Primary Health Care of the Adult	2.00
NUR	615	Health Care of the Older Adult	2.00
NUR	620	The Theoretical Basis of Advanced Practice Nursing	3.00
NUR	630	The Advanced Practice Role	2.00
NUR	634	Advanced Physical Assessment	3.00
NUR	644	Pharmacology	4.00
NUR	670	Healthcare Issue Policies and Ethics	2.00

Specialty requirement:

NUR	650	Diagnosis and Management of Illnesses and Physical Conditions of the Adult I	4.00
NUR	654	Preceptored Practicum in Primary and Acute Care of the Adult I	4.00
NUR	660	Diagnosis and Management of Illnesses and Physical Conditions of the Adult II	4.00
NUR	664	Preceptored Practicum in Adult Primary and Acute Care II	4.00

Credit and GPA Requirements

Minimum Total Credits: 43

Minimum Major GPA: 3.0

M.S. in Family Nurse Practitioner

Blended Learning - Onsite & Online

The 49-credit M.S. in Family Nurse Practitioner program prepares nurse practitioners by integrating extensive clinical practice with

foundational knowledge that is required of all graduate nursing students. It is designed for the registered nurse with a B.S. in nursing, who wishes to acquire the clinical knowledge and skills needed for advance-practice nursing roles in the care of families in a variety of primary care settings.

This program is presented in a blended format. All courses are web-enhanced using Blackboard. Up to 49% of the content in any one course may be online. Basic computer skills are required.

The program is approved by the New York State Education Department and is fully accredited by the Commission on Collegiate Nursing Education (CCNE). Graduates are eligible for New York State certification as a family nurse practitioner and for national certification through the American Nurses Credentialing Center (ANCC) or the American Academy of Nurse Practitioners (AANP).

M.S., Family Nurse Practitioner

[Program Code: 24686]

Must complete all courses below:

NUR	610	Nursing Research	3.00
NUR	612	Pathophysiology of the Adult for Advanced Practice Nursing	3.00
NUR	614	Primary Health Care of the Adult	2.00
NUR	620	The Theoretical Basis of Advanced Practice Nursing	3.00
NUR	630	The Advanced Practice Role	2.00
NUR	634	Advanced Physical Assessment	3.00
NUR	644	Pharmacology	4.00
NUR	670	Healthcare Issue Policies and Ethics	2.00
		Related Elective	3.00

Specialty requirement:

NUR	690	Diagnosis and Management of Illness and Physical Conditions of Family I	4.00
NUR	691	Preceptored Practicum in Primary Care of the Family I	4.00
NUR	692	Diagnosis and Management of Illness and Physical Conditions of Family II	4.00
NUR	693	Preceptored Practicum in Primary Care of the Family II	4.00

NUR 694	Diagnosis and Management of Illness and Physical Conditions of Family III	4.00
NUR 695	Preceptored Practicum In Primary Care of the Family III	4.00

Credit and GPA Requirements

Minimum Total Credits: 49

Minimum Major GPA: 3.0

Advanced Certificate in Adult Nurse Practitioner

Blended Learning - Onsite & Online

The 33-credit Advanced Certificate in Adult Nurse Practitioner offers master's-prepared nurses the opportunity to qualify for New York State certification as an adult nurse practitioner.

Nurse practitioners certified by New York State who wish to expand into this specialty can have their academic preparation evaluated and an individualized program developed for them.

Advanced Certificate, Adult Nurse Practitioner (Post-Masters)

[Program Code: 20001]

Must complete all courses below:

NUR 612	Pathophysiology of the Adult for Advanced Practice Nursing	3.00
NUR 614	Primary Health Care of the Adult	2.00
NUR 615	Health Care of the Older Adult	2.00
NUR 630	The Advanced Practice Role	2.00
NUR 634	Advanced Physical Assessment	3.00
NUR 644	Pharmacology	4.00
NUR 650	Diagnosis and Management of Illnesses and physical Conditions of the Adult I	4.00
NUR 654	Preceptored Practicum in Primary and Acute Care of the Adult I	4.00
NUR 660	Diagnosis and Management of Illnesses and Physical Conditions of the Adult II	4.00
NUR 664	Preceptored Practicum in Primary Care of Adult II	4.00

Credit and GPA Requirements

Minimum Total Credits: 35

Minimum GPA: 3.0

Advanced Certificate in Family Nurse Practitioner

Blended Learning - Onsite & Online

The 41-credit Advanced Certificate in Family Nurse Practitioner offers master's-prepared nurses the opportunity to qualify for New York State certification as a family nurse practitioner.

Nurse practitioners certified by New York State who wish to expand into another specialty can have their academic preparation evaluated and an individualized program developed for them.

Advanced Certificate, Family Nurse Practitioner (Post-Masters)

[Program Code: 24687]

Must complete all courses below:

NUR 612	Pathophysiology of the Adult for Advanced Practice Nursing	3.00
NUR 614	Primary Care of the Adult	2.00
NUR 630	The Advanced Practice Role	2.00
NUR 634	Advanced Physical Assessment	3.00
NUR 644	Pharmacology	4.00
NUR 690	Diagnosis and Management of Illness and Physical Conditions of Family I	4.00
NUR 691	Preceptored Practicum in Primary Care of the Family I	4.00
NUR 692	Diagnosis and Management of Illness and Physical Conditions of Family II	4.00
NUR 693	Preceptored Practicum in Primary Care of the Family II	4.00
NUR 694	Diagnosis and Management of Illness and Physical Conditions of Family III	4.00
NUR 695	Preceptored Practicum in Primary Care of the Family III	4.00
	Related Elective	3.00

Credit and GPA Requirements

Minimum Total Credits: 41

Minimum GPA: 3.0

M.S. in Nurse Educator

Blended Learning - Onsite & Online

The Master of Science Nurse Educator program is a 36-credit program presented in a blended learning format and provides the baccalaureate graduate with a strong foundation in the knowledge and skills needed for a position in academic teaching or staff development: curriculum development, theories of teaching and learning, teaching methodologies, use of stimulation and testing and outcomes measurements.

The curriculum includes advanced studies of pathophysiology, physical assessment and pharmacology to assure the level of understanding of these subjects to teach in a baccalaureate nursing program.

Graduates of this program will be able to:

- Use a wide range of theory and research from both general and nursing education to facilitate learning in various educational environments.
- Develop and implement strategies to facilitate learner development and socialization in various educational environments.
- Design courses and participate in curriculum development and evaluation of program outcomes.
- Utilize the nurse educator role to exercise leadership, professional accountability and a scholarly approach to nursing and healthcare.
- Select and develop appropriate assessment tools to evaluate classroom and clinical performance of nursing students and/or clinical staff.
- Use a wide range of modalities in classroom and clinical teaching.
- Articulate the role of the nurse educator as a collaborative member of the academic and healthcare teams.

M.S., Nurse Educator

[Program Code: 33599]

Must complete all courses below:

NUR 610	Nursing Research	3.00
NUR 612	Pathophysiology for	3.00
NUR 620	Advanced Practice Theoretical Basis of Advanced Practice Nursing	3.00
NUR 634	Advance Physical Assessment	3.00
NUR 645	Assessment	3.00
NUR 670	Pharmacology Health Care Policy, Issues and Ethics	2.00
NUR 710	Theories of Teaching and Learning	3.00
NUR 715	Role of the Nurse Educator	2.00
NUR 720	Curriculum Development	3.00

NUR 730	Teaching Strategies and Methodologies	2.00
NUR 735	Use of Technology and	3.00
NUR 740	Simulation	2.00
NUR 745	Testing and Outcomes Measurement Academic Teaching Seminar	2.00
NUR 750	Teaching Practicum	2.00

Credit and GPA Requirements

Minimum Total Credits: 36

Minimum GPA: 3.0

Advanced Certificate in Education for Nurses (Blended Format)

The 12-credit Advanced Certificate in Education for Nurses offers master's-prepared nurses the opportunity to augment their advanced practice degrees with core nursing education courses that will prepare them for the role of nurse educator in an academic or clinical setting.

Advanced Certificate, Education for Nurses*[Program Code: 30684]***Must complete all courses below.**

NUR 710	Theories of Teaching and Learning	3.00
NUR 720	Curriculum Development	3.00
NUR 730	Teaching strategies and Methodologies	2.00
NUR 740	Teaching and Outcomes Measures	2.00
NUR 750	Teaching Practicum	2.00

Credit and GPA Requirements

Minimum Total Credits: 12

Minimum GPA: 3.0

Nursing Courses

NUR 610 Nursing Research

The purpose of the course is to teach knowledgeable consumers of nursing research at the graduate level to develop a basic research proposal or state-of-the-science paper based on a topic of interest and/or concern to the nursing profession. Additionally, it is stressed that critical evaluation of the scientific merit of nursing research and incorporation of relevant evidence-based findings into their practice will facilitate the integrity of practice as well as client health outcomes. The importance of evidence-based practice and the research process to the development of nursing knowledge and subsequent practice is discussed. Emphasis is placed on the application of appropriate research methodology, and development of a research proposal or state-of-the-science paper from critically evaluated evidence in the literature. This process occurs within a culturally-diverse and collegial atmosphere.

Pre-requisite of NUR 620 is required.

Credits: 3

Every Spring

NUR 612 Pathophysiology of the Adult for Advanced Practice Nursing

This course reviews the pathophysiology of disease entities and foster the development of critical thinking in interpreting changes in function that result in symptoms indicative of illness.

Credits: 3

Every Fall

NUR 614 Primary Health Care of the Adult

This course is an overview of common issues in primary care, including principles of screening, prevention, anticipatory guidance, patient education techniques, multicultural issues, occupational and alternative medicine. All issues are related to current best evidence as well as the impact of health literacy on specific populations. The Healthy People 2020 goals are the basis for all discussions.

The pre-requisites of NUR 610, NUR 612 and NUR 630 are required.

Credits: 2

Every Spring

NUR 615 Health Care of the Older Adult

This course introduces the theories of aging, the developmental tasks of the elderly, the normal physiological changes that occur with aging and the various assessment tools available for use with older adults. The content provides students with the knowledge needed to apply the principles of primary care and diagnoses and management as covered in other courses in the curriculum to the care of the older adult client.

The pre-requisites of NUR 614 and NUR 630 are required.

Credits: 2

Every Summer

NUR 620 The Theoretical Basis of Advanced Practice Nursing

The purpose of the course is to provide students with an in-depth examination of conceptual nursing and behavioral models applicable to advanced practice nursing. The course includes the discussion and comparison of various theoretical models from nursing and other disciplines with a major focus on their relevance and application to nursing practice, research and theory development.

Credits: 3

Every Fall

NUR 630 The Advanced Practice Role

The seminar provides an opportunity to critically examine the advanced practice role within the context of a rapidly changing health care delivery system. The role of the primary care nurse practitioner is explored from historic, legal and professional perspective. The processes of interdisciplinary collaboration and policy development are discussed. Strategies for proactive leadership and decision-making are also examined. Critical thinking, group dynamics, leadership skills, and role of the APN as educator are studied and modeled in classroom experiences, field experiences, and course assignments.

Credits: 2

Every Spring

NUR 634 Advanced Physical Assessment

The student is provided with knowledge, methods and laboratory practicum experience to build upon and to refine physical assessment skills.

Comprehensive physical examination of adults and children as well as psychosocial, developmental, occupational and cultural aspects of health assessment is studied in depth, using an evidence-based approach. Emphasis is placed on the collaborative aspects of being a member of an interdisciplinary health care team in a primary care setting. A laboratory practicum is incorporated into this course to give students the opportunity to integrate theoretical content into clinical experience. Emphasis is placed on developing a comprehensive and problem-oriented health assessment of clients.

NUR 614 must be taken as a pre-requisite or co-requisite

Credits: 3

Every Fall and Spring

NUR 644 Pharmacology

This course is designed for nurse practitioner students. The course provides the student with an advanced understanding of pharmaceuticals, pharmacokinetics and pharmacodynamics. The major classifications of drugs used across the lifespan in primary care settings are emphasized in terms of therapeutic effects, adverse effects, interactions, and patient and family teaching. Ethical considerations and cultural and financial issues related to medication are also discussed.

Students have the opportunity to apply knowledge and gain critical thinking skills with a variety of case studies. The course includes three hours of content on both New York State and Federal laws and regulations related to prescribing and record keeping.

Pre-requisites of NUR 610 and NUR 612 are required.

Credits: 4

Every Spring

NUR 645 Pharmacology

This course is designed for non-prescribing advanced practice nursing students. The focus of this course is the acquisition of knowledge of advanced pharmacology as the basis for teaching basic nursing pharmacology. The course provides the student with an advanced understanding of pharmaceuticals, pharmacokinetics and pharmacodynamics. The major classifications of drugs used across the lifespan are emphasized. Ethical considerations and cultural and financial issues related to medication are also discussed. Students have the opportunity to apply knowledge and gain critical thinking skills through the use of case studies and other online and classroom activities.

Credits: 3

Every Fall and Spring

NUR 650 Diagnosis and Management of Illnesses and Physical Conditions of the Adult I

This course is one of two courses that focus on clinical decision-making skills. Knowledge of advanced physical assessment, pathophysiology and pharmacology are the underpinnings for the course content. Critical thinking and diagnostic reasoning are reinforced as the basis of practice. The use of evidence based practice protocols and guidelines is an integral part of this course. Common acute and chronic conditions of adolescents and adults in the collaborative practice primary care setting are emphasized.

Pre-requisites of NUR 612, 614, 630, 634 and 644 are required.

Credits: 4

Every Fall

NUR 654 Preceptored Practicum in Primary and Acute Care of the Adult I

This preceptored practicum provides an opportunity to practice skills and develop competency in the diagnosis and management of common acute and chronic conditions of adolescents and adults. Students, with the supervision of their preceptor, develop skills in diagnostic reasoning, learn to develop plans of care, and gain experience in the selection and prescription of drug therapy using practice protocols. Students also focus on the health education needs of individual clients in their clinical site.

Pre-requisite of Co-requisite of NUR 650 is required.

Credits: 4

Every Fall, Spring and Summer

NUR 654A Preceptored Practicum in Primary and Acute Care of the Adult I

This segment, of a two-segment preceptored practicum, provides an opportunity to practice skills and develop competency in the diagnosis and management of common acute and chronic conditions of adolescents and adults. Students, with the supervision of their preceptor, develop skills in diagnostic reasoning, learn to develop plans of care, and gain experience in the selection and prescription of drug therapy using practice protocols. Students also focus on the health education needs of individual clients in their clinical site.

Pre-requisite or Co-requisite of NUR 650 is required.

Credits: 2

Every Fall, Spring and Summer

NUR 654B Preceptored Practicum in Primary and Acute Care of the Adult I

This segment, of a two-segment preceptored practicum, provides an opportunity to practice skills and develop competency in the diagnosis and management of common acute and chronic conditions of adolescents and adults. Students, with the supervision of their preceptor, develop skills in diagnostic reasoning, learn to develop plans of care, and gain experience in the selection and prescription of drug therapy using practice protocols. Students also focus on the health education needs of individual clients in their clinical site.

Pre-requisite or Co-requisite of NUR 650 is required.

Credits: 2

Every Fall, Spring and Summer

NUR 660 Diagnosis and Management of Illnesses and Physical Conditions of the Adult II

This course is one of two courses that focus on clinical decision-making skills. Knowledge of advanced physical assessment, pathophysiology and pharmacology are the underpinnings for the course content. Critical thinking and diagnostic reasoning are reinforced as the basis of practice. The use of evidence based practice protocols and guidelines is an integral part of this course. Common acute and chronic conditions of adolescents and adults in the collaborative practice primary care setting are emphasized.

The pre-requisites of NUR 612, 614, 630, 634 and 644 are required.

Credits: 4

Every Spring

NUR 664 Preceptored Practicum in Adult Primary and Acute Care II

This preceptored practicum provides an opportunity to practice skills and develop competency in the diagnosis and management of common acute and chronic conditions of

adolescents and adults. Students, with the supervision of their preceptor, continue to refine their skills in diagnostic reasoning, developing plans of care, and to gain experience in the selection and prescription of drug therapy using practice protocols. Students also focus on the health education needs of individual clients as well as the needs of the community served by the clinical site

Pre-requisite or Co-requisite of NUR 660 is required.

Credits: 4

Every Fall, Spring and Summer

NUR 664A Preceptored Practicum in Adult Primary and Acute Care II

This segment, of a two segment preceptored practicum, provides an opportunity to practice skills and develop competency in the diagnosis and management of common acute and chronic conditions of adolescents and adults. Students, with the supervision of their preceptor, continue to refine their skills in diagnostic reasoning, developing plans of care, and to gain experience in the selection and prescription of drug therapy using practice protocols. Students also focus on the health education needs of individual clients as well as the needs of the community served by the clinical site

Pre-requisite or Co-requisite of NUR 660 is required.

Credits: 2

Every Fall, Spring and Summer

NUR 664B Preceptored Practicum in Adult Primary and Acute Care II

This segment, of a two segment preceptored practicum, provides an opportunity to practice skills and develop competency in the diagnosis and management of common acute and chronic conditions of adolescents and adults. Students, with the supervision of their preceptor, continue to refine their skills in diagnostic reasoning, developing plans of care, and to gain experience in the selection and prescription of drug therapy using practice protocols. Students also focus on the health education needs of individual clients as well as the needs of the community served by the clinical site

Pre-requisite or Co-requisite of NUR 660 is required.

Credits: 2

Every Fall, Spring and Summer

NUR 670 Healthcare Issue Policies and Ethics

This course provides graduate nursing students with the analytical tools and historical perspective to actively influence policy development affecting the delivery of nursing and health care in the United States and the world. The course is designed to explore current factors, policy determinants, and ethical issues affecting health care, specifically as they affect nursing at all levels of practice, nursing education and nursing and healthcare administration.

Credits: 2

Every Fall and Summer

NUR 690 Diagnosis and Management of Illness and Physical Conditions of Family I

This course is one of three courses that focus on clinical decision-making skills in family oriented practice. Knowledge of advanced physical assessment, pathophysiology and pharmacology provide the underpinning for the course content. Critical thinking and diagnostic reasoning are reinforced as the basic for practice. Family theory concepts are presented to form the foundation for practice. Physical assessment skills related to infants and children are reinforced. The use of evidence based practice protocols and guidelines is an integral part of this course. The student will focus on the assessment, diagnosis and treatment of pediatric and pregnancy health issues.

The pre-requisites of NUR 612, 614, 630, 634 and 644 are required.

Credits: 4

Every Fall

NUR 691 Preceptored Practicum in Primary Care of the Family I

This preceptored practicum provides an opportunity to practice skills and develop competency in the diagnosis and management of common acute and chronic conditions of infants, children, adolescents and adults. Emphasis is on pediatrics and women's health. Students, with the supervision of their preceptor, develop skills in diagnostic reasoning, learn to develop plans of care, and gain experience in the selection and prescription of drug therapy using practice protocols. Students also focus on the health education needs of individual clients in their clinical site.

Pre-requisite or Co-requisite of NUR 690 is required.

Credits: 4

Every Fall, Spring and Summer

NUR 691A Preceptored Practicum in Family Primary Care I

This segment, of a two segment preceptored practicum, provides an opportunity to practice skills and develop competency in the diagnosis and management of common acute and chronic conditions of infants, children, adolescents and adults. Emphasis is on pediatrics and women's health. Students, with the supervision of their preceptor, develop skills in diagnostic reasoning, learn to develop plans of care, and gain experience in the selection and prescription of drug therapy using practice protocols. Students also focus on the health education needs of individual clients in their clinical site.

The pre-requisite or co-requisite of NUR 690 is required.

Credits: 2

Every Fall, Spring and Summer

NUR 691B Preceptored Practicum in Family Primary Care I

This segment, of a two segment preceptored practicum, provides an opportunity to practice skills and develop competency in the diagnosis and management of common acute and chronic conditions of infants, children, adolescents and adults. Emphasis is on pediatrics and women's health. Students, with the supervision of their preceptor, develop skills in diagnostic reasoning, learn to develop plans of care, and gain experience in the selection and prescription of drug therapy using practice protocols. Students also focus on the health education needs of individual clients in their clinical site.

The pre-requisite or co-requisite of NUR 690 is required.

Credits: 2

Every Fall, Spring and Summer

NUR 692 Diagnosis and Management of Illness and Physical Conditions of Family II

This course is one of three courses that focus on clinical decision-making skills in family oriented practice. Knowledge of advanced physical assessment, pathophysiology and pharmacology are the underpinnings for the course content. Critical thinking and diagnostic reasoning are reinforced as the basis of practice. The use of evidence based practice protocols and guidelines is an integral part of this course. Common acute and chronic conditions of adolescents and adults in the collaborative practice primary care setting are emphasized.

The pre-requisites of NUR 612, 614, 630, 634 and 644 are required.

Credits: 4

Every Fall

NUR 693 Preceptored Practicum in Primary Care of the Family II

This preceptored practicum provides an opportunity to practice skills and develop competency in the diagnosis and management of common acute and chronic conditions of infants, children, adolescents and adults. Emphasis is on adolescents and adults. Students, with the supervision of their preceptor, continue to refine their skills in diagnostic reasoning, developing plans of care, and to gain experience in the selection and prescription of drug therapy using practice protocols. Students also focus on the health education needs of individual clients as well as the needs of the community served by the clinical site

The pre-requisite or co-requisite of NUR 692 is required.

Credits: 4

Every Fall, Spring and Summer

NUR 693A Preceptored Practicum in Primary Care of the Family II

This segment, of a two segment preceptored practicum, provides an opportunity to practice skills and develop competency in the diagnosis and

management of common acute and chronic conditions of infants, children, adolescents and adults. Emphasis is on adolescents and adults. Students, with the supervision of their preceptor, continue to refine their skills in diagnostic reasoning, developing plans of care, and to gain experience in the selection and prescription of drug therapy using practice protocols. Students also focus on the health education needs of individual clients as well as the needs of the community served by the clinical site

The pre-requisite or co-requisite of NUR 692 is required.

Credits: 2

Every Fall, Spring and Summer

NUR 693B Preceptored Practicum in Primary Care of the Family II

This segment, of a two segment preceptored practicum, provides an opportunity to practice skills and develop competency in the diagnosis and management of common acute and chronic conditions of infants, children, adolescents and adults. Emphasis is on adolescents and adults. Students, with the supervision of their preceptor, continue to refine their skills in diagnostic reasoning, developing plans of care, and to gain experience in the selection and prescription of drug therapy using practice protocols. Students also focus on the health education needs of individual clients as well as the needs of the community served by the clinical site

The pre-requisite or co-requisite of NUR 692 is required.

Credits: 2

Every Fall, Spring and Summer

NUR 694 Diagnosis and Management of Illness and Physical Conditions of Family III

This course is one of three courses that focus on clinical decision-making skills in family oriented practice. Knowledge of advanced physical assessment, pathophysiology and pharmacology are the underpinnings for the course content. Critical thinking and diagnostic reasoning are reinforced as the basis of practice. The use of evidence based practice protocols and guidelines is an integral part of this course. Common acute and chronic conditions of adolescents and adults in the collaborative practice primary care setting are emphasized.

The pre-requisites of NUR 612, 614, 630, 634 and 644 are required.

Credits: 4

Every Spring

NUR 695 Preceptored Practicum In Primary Care of the Family III

This preceptored practicum provides an opportunity to practice skills and develop competency in the diagnosis and management of common acute and chronic conditions of infants, children, adolescents and adults. Emphasis is on adolescents and adults. Students, with the

supervision of their preceptor, continue to refine their skills in diagnostic reasoning, developing plans of care, and to gain experience in the selection and prescription of drug therapy using practice protocols. Students also focus on the health education needs of individual clients as well as the needs of the community served by the clinical site

The pre-requisite or co-requisite of NUR 694 is required.

Credits: 4

Every Fall, Spring and Summer

NUR 695A Preceptored Practicum in Primary Care of the Family III

This segment, of a two segment preceptored practicum, provides an opportunity to practice skills and develop competency in the diagnosis and management of common acute and chronic conditions of infants, children, adolescents and adults. Emphasis is on adolescents and adults. Students, with the supervision of their preceptor, continue to refine their skills in diagnostic reasoning, developing plans of care, and to gain experience in the selection and prescription of drug therapy using practice protocols. Students also focus on the health education needs of individual clients as well as the needs of the community served by the clinical site

The pre-requisite or co-requisite of NUR 694 is required.

Credits: 2

Every Fall, Spring and Summer

NUR 695B Preceptored Practicum in Primary Care of the Family III

This segment, of a two segment preceptored practicum, provides an opportunity to practice skills and develop competency in the diagnosis and management of common acute and chronic conditions of infants, children, adolescents and adults. Emphasis is on adolescents and adults. Students, with the supervision of their preceptor, continue to refine their skills in diagnostic reasoning, developing plans of care, and to gain experience in the selection and prescription of drug therapy using practice protocols. Students also focus on the health education needs of individual clients as well as the needs of the community served by the clinical site

The pre-requisite or co-requisite of NUR 694 is required.

Credits: 2

Every Fall, Spring and Summer

NUR 700 Independent Study

An opportunity for students to do advanced work under the guidance of the faculty. Pass/Fail only. Open to graduate nursing students with the permission of their Program Director

Credits: 1

On Demand

NUR 700P Independent Study - Practicum

This one credit independent study allows adult nurse practitioner students who have not

completed the clinical hours for a practicum experience in the semester in which they are registered to continue to work under the supervision of their preceptor and their practicum advisor during the following semester.

Credits: 1

On Demand

NUR 701 Independent Study

An opportunity for students to do advanced work under the guidance of the faculty. Open to graduate nursing students with permission of their Program Director.

Credits: 1

On Demand

NUR 701P Independent Study - Practicum

This one credit independent study allows family nurse practitioner students who have not completed the clinical hours for a practicum experience in the semester in which they are registered to continue to work under the supervision of their preceptor and their practicum advisor during the following semester.

Credits: 1

On Demand

NUR 710 Theories of Teaching and Learning

This course introduces the student to the theories and principles of adult learning as applied to nursing and client education. Theories of adult learning, as well as basic principles of learning theory, are the focus. Formal teaching in the classroom setting, as well as client teaching, is emphasized. Assessing learned needs, individual teaching strategies, cultural implications and the place of technology are all discussed. Learning styles are analyzed and tools for assessing learning skills are discussed.

Credits: 3

Every Fall

NUR 715 The Role of the Nurse Educator

This course is designed to explore the multiple roles of the nurse educator in the academic and clinical settings. The roles of teacher, counselor, group member, evaluator, curricular designer, advisor and informatics expert are among those reviewed. The complexity of the role of the nurse educator is discussed using case study and real-life scenarios. The process of academic progression to tenure is also considered.

Credits: 2

Every Spring

NUR 720 Curriculum Development

This course focuses on developing curricula for nursing education programs. Mission statements, philosophy, terminal outcomes, course outcomes/objectives, are examined and students critique curriculum examples as well as develop their own model curriculum. Student projects may be focused on the student's area of teaching interest. The developmental process and the progression of curriculum are discussed.

Curriculum, which is evidence-based and grounded in professional standards, is explored. Use of technology in the development of high-order thinking skills is considered.

Credits: 3

Every Spring

NUR 730 Teaching Strategies and Methodologies

This course discusses a variety of teaching modalities and strategies including lecture, discussion, seminar, small group, one-to-one and online methods. Writing behavioral objectives (affective, cognitive and psychomotor) and selecting congruent teaching methods is stressed. Fostering creativity and critical thinking skills are discussed. The student develops teaching-learning plans for learners in diverse settings. The student learns to use slide shows, chat rooms, learning management systems, Internet resources and educational software with hands-on experiences.

Credits: 2

Every Fall

NUR 735 The Utilization of Technology and Simulations in Nursing Education

This course focuses on informatics and the role of technology and simulation in nursing education. Online databases as resources for evidence-based practice and social media as tools in healthcare delivery are explored. The use of computer based teaching platforms, such as Blackboard, and learning modules are explored with hands-on experiences. The use of simulation as a primary and adjunctive teaching tool is discussed. Students develop an information system and teaching plans based on technology and stimulation.

Credits: 3

Every Fall

NUR 740 Testing and Outcomes Measurements

This course explores the use of evaluation techniques to assess student learning. Standardized tests, teacher made tests and other forms of measurement such as return demonstrations are explored. Statistical analysis of testing and measurement data, use of technology to both create and evaluate testing and measurement tools are discussed. Students have the opportunity to design and evaluate test and measurement tools.

Credits: 2

Every Fall

NUR 745 Academic Teaching Seminar

The seminar serves as a capstone course for the student to synthesize the information and skills acquired in other courses. Students discuss problems encountered in practicum and issues related to academic and clinical teaching. A journal club approach is used to provide a common basis for discussion. Case studies both published and from students' experiences are used. The seminar is student directed with the instructor serving as a facilitator and clarifier.

Credits: 2

Every Spring

NUR 750 Preceptored Practicum in Nursing Education

Students have the opportunity to practice teaching-learning techniques. Students develop, plan, teach and evaluate teaching-learning projects appropriate to their assigned practicum setting. Each student has a mentor in the practice environment and an instructor coordinating and overseeing the experience.

Credits: 2

Every Spring

RICHARD L. CONOLLY COLLEGE OF LIBERAL ARTS AND SCIENCES

The College of Liberal Arts and Sciences at LIU Brooklyn offers the doctoral degree in clinical psychology, as well as the master's degree in biology, chemistry, English, media arts, political science, psychology, social science, speech-language pathology, urban studies, master of fine arts degrees in media arts and writing and producing for television and the United Nations certificate program. All degrees and certificates are registered with the New York State Department of Education. The College is named in honor of Admiral Richard L. Conolly, who was the university's president from 1953-1962.

For information, please contact the Dean's Office at 718-488-1003, fax 718-780-4166, or visit the website at www.liu.edu/brooklyn/clas.

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ANTHROPOLOGY

Professor Ali

Professors Emeriti Carden, Hittman, Rosenberg
Associate Professors Hendrickson (Chair), Kim,
Barton, Juwayeyi

Associate Professor Emeriti Gritzer, Harwood
Assistant Professor Emeritus Sherar

Adjunct Faculty: 4

The Master of Arts degree in Anthropology is not offered at this time, but graduate courses in anthropology are offered as part of other departments and programs including the United Nations Graduate Program, Urban Studies and Social Science.

Anthropology Courses

ANT 500 Reading In Anthro

Independent reading, research and study under the guidance of an anthropology faculty member; topic to be mutually agreed upon in advance.

Credits: 3

On Demand

ANT 510 World Cultures

This course allows graduate students in any degree program to access the wealth of knowledge anthropology has contributed to the study of human diversity. Students will be introduced to a set of conceptual tools for researching, analyzing and comparing people across the globe, including anthropology's signature method, "ethnography." Students will read classic and current writing in the social sciences and consider the ways an anthropological perspective can enrich their professional and academic work.

Credits: 3

On Occasion

DEPARTMENT OF BIOLOGY

Professors: Chung, Cohen, DePass, Griffiths, Marsh, Morin (Chair), Serafy,
 Professors Emeriti: Hammerman, Polak, Smith
 Associate Professors: Birchette, Haynes, Kovac, Kwak, Kwon, Leslie, Tello
 Associate Professor Emeriti: McKenna
 Assistant Professors: Molina, Vogelstein
 Instructor: Peckham
 Adjunct Faculty: 20

At the graduate level, the Department of Biology offers the M.S. in Biology which offers concentrations in molecular/cellular biology, microbiology and medical Microbiology. Our core of 16 full-time faculty members augmented by over 20 adjuncts provides students with unrivaled expertise in a wide variety of subject areas including molecular and cellular biology, bioinformatics, ecology, evolution, microbiology, genetics, ornithology and marine biology. The goal of the department is to provide a challenging and stimulating curriculum that fosters critical thinking and promotes scientific curiosity on current topics in the biological sciences.

M.S. in Biology

The M.S. in Biology is designed to prepare students for graduate or professional studies as well as for entering the job market. Students choose from one of four concentrations: general biology, molecular/cellular biology, microbiology or medical microbiology. Students, with the approval of their advisor, design their course of study which may vary from the specific areas of molecular/cellular biology, microbiology or medical microbiology to more general areas such as sustainability, ecology, systematics or environmental studies. For each concentration a student chooses one of two pathways to complete the degree: (1) complete a research project under the advisement of one of the faculty members, and write and successfully defend a thesis based upon that research; or (2) take a comprehensive examination based upon the course work completed. Each concentration has a set of required core courses (see Course of Study) which the student must complete; additional course work is completed from elective classes.

Students who elect to complete a thesis must complete a total of 30 credits (core plus electives). Students who elect to take the comprehensive examination must complete a total of 36 credits (core plus electives). For qualified students, financial aid packages are available in the form of graduate assistantships for teaching and research. These assistantships provide a stipend for the student and cover the cost of tuition for up to 9 credits per semester. Students can receive these assistantships for a maximum of four semesters.

A master of science degree can be used as a steppingstone for multiple career paths. Students may further their scientific pursuits by continuing on to earn a Ph.D. in the biological sciences. Alternatively, students may enter the work force and be employed in research laboratories in pharmaceutical and biotechnology companies, hospitals and federal and state agencies. Successful graduates also may choose to enter medical, osteopathic, veterinary or dental schools to obtain professional degrees. In addition, students can choose from a wide variety of health related fields, such as physical therapy, nursing, genetic counseling, radiologic technology, to name a few. Biology majors are encouraged to develop specific career objectives while pursuing their graduate studies. Departmental advisers will assist students in exploring career possibilities and in devising a personalized plan of study that will best prepare them for their career goals.

Admission Requirements

- To be admitted to this program you must:
- Have completed a bachelor's degree with a grade point average of 3.0 or greater
 - Have completed at the undergraduate level (1) six advanced courses in biology, (2) one year of college mathematics including at least one semester of calculus, (3) one year each of inorganic and organic chemistry, and (4) one year of college physics. Deficiencies in any of these qualifications may be removed during the first year of graduate study without credit.
 - International students: (1) Must complete the equivalent of a four-year bachelor's degree. (2) Submit all records translated into English and have the original record, or copies of the original, certified or attested to by an official of the school issuing the record, or by the Consulate/Ministry of Education of the issuing country. (3) Submit a course-by-course evaluation, completed by an acceptable international credential evaluation agency, for all transcripts/marksheets from colleges or universities outside of the United States. (4) Submit an official copy of the Test of English as a Foreign Language (TOEFL) administered by the Educational Testing Service or the International English Language Testing System (IELTS) examination.
 - Transfer students must present an overall grade point average of 3.0 and submit official transcripts for the attended college(s)
 - Submit a completed application to the Office of Admissions (see Submitting an Application for Admission)

Submitting an Application for Admission

All applicants must apply for admission to LIU Brooklyn. Please apply online at My LIU or use the Apply Now link in the top navigation bar. For more information on the admissions process, visit the Office of Admissions website.

Fully matriculated students may begin their research projects after defending their thesis proposals before a committee of graduate biology

faculty. An oral defense of the completed thesis before a committee of the graduate faculty of the department is required.

All graduate students are required to attend the regularly scheduled seminars given by the Department of Biology. Students will be responsible for answering comprehensive questions relating to those seminars that are relevant to their graduate courses.

M.S., Biology

[Program Code: 06886]

Biology, Microbiology (Plan I)

The following courses are required:

BIO	536	Laboratory in Bacteriological and Molecular Techniques	1.00
BIO	537	Laboratory in Biochemistry and Computer Use	1.00
BIO	620	Biochemistry	3.00
BIO	641	Advanced Microbiology	3.00
BIO	642	Advanced Microbiology	4.00
BIO	695	General Virology	3.00

Student complete either Option A or Option B.

Thesis Track (Option A):

The minimum credit requirement for thesis track (Option A) is 30 credits. In addition to the courses listed above (15 credits), the following is required:

- Thesis courses:

BIO	707	Research and Preparation of the Thesis	3.00
BIO	708	Research and Preparation of the Thesis	3.00
- A total of 9 credits in electives from graduate biology courses:

BIO	500-599	any BIO listed in catalog	
BIO	600-699	any BIO listed in catalog	
BIO	700-799	any BIO listed in catalog	
Internship		maximum of 6 credits	

Comprehensive Exam Track (Option B):

The minimum credit requirement for comprehensive exam track (Option B) is 36 credits. In addition to the courses listed above (15 credits), the following is required:

- 21 credits from graduate biology courses:

BIO	500-599	any BIO listed in catalog	
BIO	600-699	any BIO listed in catalog	

BIO	700-799	any BIO listed in catalog
Internship		maximum of 6 credits

Biology, Medical Microbiology (Plan II)

The following courses are required:

BIO	536	Laboratory in Bacteriological and Molecular Techniques	1.00
BIO	537	Laboratory in Biochemistry and Computer Use	1.00
BIO	620	Biochemistry	3.00

All of the following courses are required:

BIO	641	Advanced Microbiology	3.00
BIO	642	Advanced Microbiology	4.00
BIO	695	General Virology	3.00
BIO	697	Medical Microbiology	3.00
BIO	698	Medical Microbiology	4.00
BIO	703	Seminar in Microbiology	1.00
BIO	704	Seminar in Microbiology	1.00

Of the following courses only one (1) is required:

BIO	647	Immunology	4.00
BIO	648	Immunology	3.00

Student complete either Option A or Option B.

Thesis Track (Option A):

The minimum credit requirement for thesis track (Option A) is 30 credits. In addition to the courses listed above (27 credits), the following course is required:

- Thesis course

BIO	707	Research and Preparation of the Thesis	3.00
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Comprehensive Exam Track (Option B):

The minimum credit requirement for comprehensive exam track (Option B) is 36 credits. In addition to the courses listed above, the following is required:

- 9 credits of electives from graduate biology courses:

BIO	500-599	any BIO listed in catalog
BIO	600-699	any BIO listed in catalog
BIO	700-799	any BIO listed in catalog
Internship		maximum of 6 credits

Biology, Molecular-Cellular Biology (Plan III)

The following courses are required:

BIO	536	Laboratory in Bacteriological and Molecular Techniques	1.00
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BIO	537	Laboratory in Biochemistry and Computer Use	1.00
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BIO	620	Biochemistry	3.00
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The following courses are required:

BIO	550	Molecular and Cell Biology	2.00
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BIO	551	Molecular and Cell Biology Laboratory	2.00
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Of the following courses only one (1) is required:

BIO	612	Cytology: The Nucleus	3.00
BIO	613	Cytology: The Cytoplasm	3.00

Of the following courses only one (1) is required:

BIO	609	Human Genetics	3.00
BIO	631	Genetics	3.00

Student complete either Option A or Option B. Thesis Track (Option A):

The minimum credit requirement for thesis track (Option A) is 30 credits. In addition to the courses listed above (15 credits), the following courses are required:

- Thesis courses

BIO	707	Research and Preparation of the Thesis	3.00
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BIO	708	Research and Preparation of the Thesis	3.00
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- 9 credits of electives from graduate biology courses:

BIO	500-599	all BIO Subjects listed in catalog
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BIO	600-699	all BIO Subjects listed in catalog
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BIO	700-799	all BIO Subjects listed in catalog
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Internship		maximum of 6 units
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Comprehensive Exam Track (Option B):

The minimum credit requirement for comprehensive exam track (Option B) is 36 credits. In addition to the courses listed above, the following is required:

- 9 credits of electives from graduate biology courses:

BIO	500-599	any BIO listed in catalog
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BIO	600-699	any BIO listed in catalog
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BIO	700-799	any BIO listed in catalog
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Internship		maximum of 6 credits
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Biology, General Biology (Plan IV)

The following courses are required:

BIO	701	Biology Seminar	1.00
BIO	702	Biology Seminar	1.00

The following courses are required:

In addition, all students must take a minimum of 11 credits (Option A - See below) or 17 credits (Option B - See below) from the foundation courses listed below

BIO	503	Modern Concepts of Evolution	3.00
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BIO	505	Biostatistics	3.00
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BIO	536	Laboratory in Bacteriological and Molecular Techniques	1.00
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BIO	537	Laboratory in Biochemistry and Computer Use	1.00
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BIO	608	Ecology	3.00
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BIO	613	Cytology: The Cytoplasm	3.00
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BIO	620	Biochemistry	3.00
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BIO	622	Effective Communication in Science	3.00
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BIO	625	Plant Molecular Biology	3.00
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BIO	631	Genetics	3.00
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BIO	692	Molecular Biology	3.00
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Students complete either Option A or Option B.

Thesis Track (Option A):

The minimum credit requirement for thesis track (Option A) is 30 credits. In addition to the courses listed above (13 credits), the following courses are required:

- Thesis courses

BIO	707	Research and Preparation of the Thesis	3.00
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BIO	708	Research and Preparation of the Thesis	3.00
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- 11 credits of electives from graduate biology courses:

BIO	500-599	any BIO listed in catalog
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BIO	600-699	any BIO listed in catalog
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BIO	700-799	any BIO listed in catalog
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Biology Courses

BIO 503 Evolution

A study of the basic concepts and principles of evolutionary biology, beginning with a brief history of evolutionary thought, followed by the fundamental concepts of evolutionary genetics, adaptation and natural selection. Additional topics include molecular evolution and systematics, the origins of biological diversity, and paleobiology and macroevolution. The primary emphasis will be on concepts with a major goal to impart some understanding of the methods used in evolutionary investigations: the kinds of observations and experiments that are used, the facts that are observed and inferred, and the kinds of reasoning used to develop and test hypotheses. Concepts are reinforced through independent trips to the American Museum of Natural History. Two hours of lecture per week plus a term paper. Prerequisite: An undergraduate major or minor in biology. A course in genetics is strongly recommended.

Credits: 3

Every Fall

BIO 504 Evolution and Human Development

This course explores the evolution of humans within a broad comparative and theoretical framework involving molecular genetics, gross and microscopic anatomy, embryology, human and non-human paleontology, ecology, and macro-/micro-evolutionary processes. An overview of current primate taxonomy and its attendant problems is followed by a brief consideration of our earliest primate ancestors before proceeding to a comprehensive examination of subsequent 'human' precursors and several controversies regarding the rise and distribution of modern human populations. Two hours of lecture per week plus term paper. Prerequisite: An undergraduate major or minor in biology which includes at least one upper level course in human anatomy and physiology. BIO 503 is strongly recommended.

Credits: 3

Every Spring

BIO 505 Introduction to Biostatistics

This course is designed for graduate students in the biological or health related sciences with the objective of enabling them to understand and apply the theories underlying the techniques of point and interval estimation, hypothesis testing, regression analysis and the design of experiments. In the main, the course will focus on the analysis of biostatistical, pharmaceutical and clinical trial data and will be motivated by solving problems in many diverse areas of applications in the biological and pharmaceutical realm. Two hours of lecture per week. Pre-requisite: MTH 30.

Credits: 3

Cross-Listings: BIO 505, MTH 505

Every Spring

BIO 508 The Biology of Cancer

A general survey in oncology. Lectures address the historical perspective of cancer research, the definition and classification of tumors, the epidemiology of human cancer, gene regulation and differentiation in normal and tumor cells, characteristics of transformed malignant cells, the biology of tumor metastasis, host transformed malignant cells, the origins of human cancer, and cancer therapy. Two hours of lecture per week plus term paper. Prerequisite: General background in Biology and Chemistry.

Credits: 3

Alternate Fall

BIO 531 Neurochemistry

A discussion of the morphology, biochemical composition, metabolism, physiology and pharmacology of the nervous system. The course begins with the general principles of synaptic transmission and deals in depth with several of the neurotransmitter systems in terms of biosynthesis of the transmitter, storage, release, inactivation in the synapse, and receptor types and how they mediate their signals in the postsynaptic cells. Also included are discussions on aging and development in the nervous system, drug addictions, and the role of various dietary nutrients on nervous system function. Two hours of lecture per week. Offered on occasion. Prerequisite: At least one semester of Biochemistry.

Credits: 3

Cross-Listings: BIC 531, BIO 531, CHM 531

On Occasion

BIO 536 Laboratory in Bacteriological and Molecular Techniques

A laboratory course that introduces students to the basic methods in bacteriology and molecular biology. The first seven weeks deal with such bacteriological techniques as pure cultures, sterile technique, metabolism and growth of bacteria. The second seven weeks introduce the basic techniques in molecular biology, including isolation of plasmid and chromosomal DNA, cloning, transformation, gel electrophoresis of nucleic acid, and PCR. Two hours of laboratory per week. Prerequisite: An undergraduate degree in Biology.

Credits: 1

Every Fall

BIO 537 Laboratory in Biochemistry and Computer Use

A laboratory course that introduces students to basic methods in biochemistry and to the applications of computers to research and thesis preparation. The first seven weeks deal with chromatography, electrophoresis, enzymology, radio isotopes and spectroscopy. The second seven weeks introduce students to the Science Division computer laboratory; that is, how to use the World Wide Web/Internet and how to use computers to analyze and present data. Two hours of laboratory per week. Prerequisite: An undergraduate degree

in Biology.

Credits: 1

Every Spring

BIO 541 Special Topics in Biology

A presentation of subjects of unusual and current interest. Two hours of lecture per week, including selected demonstrations plus term papers. Course may be repeated.

Credits: 3

On Demand

BIO 543 Current Topics in Biology

This course is a one-day conference on a current and interesting biological topic, covering a wide range of biological disciplines. Each year the topic is chosen for its timeliness. Speakers who are experts in their particular field are invited to speak and to suggest several pertinent papers. Students are required to write a paper that presents an overview of the topic and then synthesizes the information from the talks and papers.

Credits: 1

Every Spring

BIO 544 Biology of Pathogenic Microorganisms

Emphasis on microorganisms that cause infectious diseases, including bacteria, fungi and viruses as well as their interrelationship with the host's immune system. Characteristics of these infectious micro-organisms with respect to mechanisms of pathogenesis and transmission as well as methods of prevention and treatment where appropriate. Two hours of lecture per semester. Prerequisite: Undergraduate - or graduate-level general bacteriology course.

Credits: 3

On Occasion

BIO 545 Biophysical Chemistry

An introduction to principles and techniques in Physical Chemistry and the application of those fundamentals to studies on biomolecules, including biomembranes, peptides, proteins and DNA. Designed for students who plan to work in chemical or pharmaceutical companies or who plan to do research in the biochemical, biological, biomedical and chemical sciences. Two hours of lecture and three hours of laboratory per week.

Credits: 4

On Demand

BIO 550 Molecular and Cell Biology

An advanced course in the molecular biology of eukaryotic gene structure and regulation, with emphasis on mammalian cell and developmental biology and genetics. Biochemical and biophysical studies of nucleic acids, chromatin and chromosome structure, somatic cell and immunogenetics; DNA sequence organization and cell developmental biology are all considered. Two hours of lecture per week. A course in molecular biology or genetics is recommended.

Credits: 2

Every Fall

BIO 551 Molecular and Cell Biology Laboratory

An advanced laboratory course in the molecular biology of eukaryotic cells. Laboratory instruction may include RNA isolation and analysis, protein expression and purification, protein-protein interaction, DNA-mediated gene transfer and microcomputer analysis of DNA sequence databases. Two two-hour laboratory sessions per week.

Credits: 2

Every Fall

BIO 554 Principles of Molecular Pharmacology

Molecular pharmacology is the study of drug function at a molecular level. A major focus of this course involves the exploration of the molecular mechanisms of drug action and metabolism. Research on drugs from the major therapeutic areas will be studied. The mechanisms of both intended effects and side effects will be reviewed. New approach to drug discovery will be considered, with a focus on the molecular basis of drug function as a key to drug identification. There will be an assigned paper on the molecular mechanism, distribution, and function of a selected drug group. Two hours of lecture per week plus term paper.

Pre-requisites: Chemistry 121 and 122.

(Biochemistry would be helpful but is not required).

Credits: 3

Alternate Spring

BIO 602 Conservation Biology

Conservation Biology is a study of the diversity of life and threats to that diversity. This course will include introductory topics that are the foundation for the field, issues at the levels of populations, communities and ecosystems, and end with the practical application of conservation biology in a real and complex world. Specific topics to be investigated are: the meaning and ethics of conservation and biodiversity, the recognition of species in danger of extinction (using techniques of population genetics and ecology, biogeography and systematics), and preservation of species. The course will consist of lectures, class discussions of original research and review papers, and a research paper and presentation. Two hours of lecture per week plus two field trips and a term paper.

Credits: 3

Alternate Spring

BIO 605 Topics in Evolution and Ecology

This course will be an interactive discussion of avian ecology and evolution, designed to go beyond the textbook knowledge of avian ecology and evolution and provide the students with a critical examination of the theories, hypotheses, and lab and field based data that support or refute these hypotheses. This course will be based on a recent book on avian speciation, which presents some novel and provocative perspectives on important issues in avian ecology and evolution, plus additional readings from primary literature. Two hours of lecture per week plus a term paper.

Credits: 3

On Occasion

BIO 607 Neuroanatomy

A study of the organization of the human central nervous system. Emphasis is placed on the structures and organizations of the brain and spinal cord and on the cranial nerves, with additional material on the cranium and spinal column, the meninges, the blood supply, embryonic development, and histology of the central nervous system. Two hours of lecture per week plus a term paper. Prerequisite: General Biology. A course in anatomy is recommended.

Credits: 3

Every Fall

BIO 609 Human Genetics

A basic course in the principles of human genetics and molecular biology. Lecture topics include structure of the human chromosome; techniques in molecular biology and cytogenetics; structures of chromosomal abnormalities; abnormal chromosomes in humans and their related diseases; karyotype analysis; inheritance patterns of human diseases; mapping human chromosomes; and human gene isolation. Two hours of lecture per week plus term paper.

Credits: 3

Alternate Fall

BIO 611 Signal Transduction and Pharmacology

A study of the mechanisms by which molecules and drugs affect biological processes. Signaling on the organismal, cellular and molecular levels is described, with an emphasis on establishing a firm foundation of understanding of important signaling systems in biology. Molecular and genetic aspects of intracellular signal transduction are explored in depth. Topics also include quantitative and qualitative treatment of the interaction of ligands with their receptors. Knowledge-based approaches to drug discovery are analyzed as well. Two hours of lecture per week plus term paper. Prerequisites: Undergraduate biochemistry.

Credits: 3

Alternate Spring

BIO 612 Cytology: The Nucleus

A detailed treatment of the structure and function of the cell, with particular attention directed toward the chromosome and its composition, structure and conformation during the cell cycle. Regulation of nuclear events by extracellular ligands and cytoplasmic signalling pathways are discussed. Two hours of lecture per week plus collateral reading and a term report.

Credits: 3

On Occasion

BIO 613 Cytology: The Cytoplasm

An investigation of the organization and structure of the cytoplasm, including a detailed treatment of cell organelles and their activities and interactions. The molecular and biochemical relationship among

all cellular components is stressed. Two hours of lecture per week plus a term paper.

Credits: 3

Every Spring

BIO 615 Bioinformatics

The course covers modern approaches to analysis of the vast quantities of data generated by current biological studies. Advanced statistical methods are explored including Bayesian approaches. The uses of DNA sequence comparisons are explored. Finally the structural role of proteins in health and disease are covered and a statistical framework to explain structural features is developed. Three hours of lecture per week

Credits: 3

Every Fall

BIO 616 Biology of the Blood and Bone Marrow

This course presents an overview of hematology, including the structure and function of erythrocytes, leukocytes and platelets, and their development in the bone marrow. Mechanisms of normal and abnormal hemostasis (blood coagulation) will be covered. Recent findings in normal and in pathologic states will be discussed. Two hours of lecture per week plus a term paper.

Credits: 3

On Occasion

BIO 619 Structural Biology

The course examines the structure of biological molecules with a focus on proteins. The synthesis, folding of protein families and the structural motifs of proteins are studied. Tools for the determination and prediction of protein structure are presented from the perspective of the investigator who needs to judge the quality of available data. A major focus is the area of structural genetics: understanding how changes in protein structure induced by mutation lead to genetic dysfunction and disease. Course includes a computer laboratory. Two hours of lecture per week plus term paper.

Credits: 3

Every Spring

BIO 620 Biochemistry

The course examines the synthesis and degradation of cellular macromolecules in prokaryotic and mammalian systems. Topics include the structure of macromolecules and sugar, lipid and amino acid metabolism. Emphasis is placed on the regulation, integration, and organ specialization of the metabolic pathways. Two hours of lecture per week plus term paper.

Credits: 3

Every Fall

BIO 622 Effective Communication in Science

Students will develop creative and imaginative means to produce a presentation. A highlight of the course will be when students present a seminar to the class. The means and needs for producing a visually pleasing, interest holding poster and PowerPoint presentation, will be covered. The

course will prove of benefit to the student whether they follow a research career or work for industry as in both circumstances the skills they learn will prove of great usefulness. Two hour lecture per week plus term paper.

Credits: 3

Every Fall

BIO 623 Molecular Genetics of Bacteria and Phage

Overall objective of this course is to offer a comprehensive vision of molecular genetics of prokaryotic microorganisms including Bacteria, Archaea, and Bacteriophages. This course is suited for advanced undergraduate and graduate students. Emphasis of the course will be placed on the molecular aspects of bacterial chromosomes, transformation, conjugation, transduction (lytic and lysogenic phages), genetic recombination, and global regulatory mechanisms in prokaryotic microorganisms. This course will also include a laboratory session to practice the lecture subjects. Two hours of lecture and three hours of laboratory per week. Prerequisites: BIO 101, BIO 109, BIO 126, BIO 128 or other lower-level microbiology-related courses.

Credits: 4

On Occasion

BIO 625 Plant Molecular Development

This course is designed for graduate students who are interested in plant biology, molecular biology and developmental biology. The main topics of the course are 1) biosynthesis and molecular function of plant hormones and 2) pattern formation in plant tissues and the development of plant organs. Recent achievements in these fields will be reviewed by the instructor. Molecular techniques such as gene cloning and genetic methods used by researchers will be reviewed as well. Half of each lecture will be dedicated to discussing and analyzing primary research articles related to the topics. Students are strongly advised to read the articles beforehand. Current techniques used for genomics and proteomics will be introduced and students will learn how to use the fruit of genomics, proteomics and bioinformatics in public databases that are available through the Internet. Students will submit a term paper about the analysis of an Arabidopsis gene using bioinformatics databases at the end of the semester. The goals of this course are 1) learning current questions of plant molecular biology and up-to-date techniques of plant genomics and 2) providing basic training for future molecular biology researchers or plant scientists in academia or industry. Two hours of lecture per week plus term paper.

Credits: 3

On Occasion

BIO 629 Molecular Biology of Infectious Diseases

A study of the mechanisms used by infectious organisms to infect their hosts and to evade the hosts immune response and the response by the

host to the infectious organism. Topics include life cycles of relevant organisms, protein receptor binding, antigenic variation, antigen presentation and antibody/T-cell receptor diversity. Emphasis is on the molecular mechanisms of such processes. Two hours of lecture per week plus term paper.

Credits: 3

Alternate Spring

BIO 630 Systematic Biology

Concepts, principles, and methods of comparative biology as they apply to the evolutionary relationships among organisms. Laboratory exercises and discussions of relevant literature are used to reinforce the concepts learned during lectures. Two hours of lecture and three hours of laboratory per week plus term paper. Prerequisite: A course in Evolution and Genetics.

Credits: 4

On Occasion

BIO 631 Genetics

A comprehensive review of modern genetics with an emphasis on recent approaches. One major theme is genomics, gene mapping and discovery; another is use of functional genetics to understand gene function and complex processes in model organisms. Two hours of lecture per week plus term paper. Prerequisites: An undergraduate major in Biology or equivalent and knowledge of the fundamental principles of genetics.

Credits: 3

Every Spring

BIO 632 Developmental Biology

A review of the current concepts and experimental evidence regarding developmental phenomena. Special emphasis is placed on the molecular biology and genetic control of selected phases and processes of animal development. Two hours of lecture per week plus collateral readings and term paper. Prerequisite: A college course in Embryology or the equivalent; a college course in Genetics is recommended.

Credits: 3

On Occasion

BIO 641 Advanced Microbiology

First semester of a two semester sequence (BIOs 641 & 642). Presentations on the anatomy and physiology of various prokaryotic and eukaryotic microorganisms. Emphasis is placed on the composition, structure and function of cellular organelles, enzyme localization, molecular mechanisms of action of antimicrobial agents, and selected topics of current interest in microbial physiology. Two hours of lecture per week plus collateral readings and term paper. Prerequisite: Microbiology.

Credits: 3

Every Fall

BIO 642 Advanced Microbiology

Second semester of a two semester sequence (BIOs 641 & 642). Presentations on the anatomy and physiology of various prokaryotic and eukaryotic microorganisms. Emphasis is placed on the composition, structure and function of cellular organelles, enzyme localization, molecular mechanisms of action of antimicrobial agents, and selected topics of current interest in microbial physiology. Two hours of lecture and three laboratory hours per week. Prerequisite: BIO 641.

Credits: 4

Every Spring

BIO 648 Immunology

A study of the basic principles of immunology, including antigens and their reactions, antibodies and their properties, the cells and tissues of the immune system, tolerance, and the specificity and molecular biology of the immune response. Two hours of lecture per week plus term paper.

Credits: 3

Every Fall

BIO 661 Endocrinology

An exploration of the development, structure and function of the endocrine system: how hormones act as regulators of growth and metabolism by affecting activity of target cells and tissues. Using a combination of lecture, interactive questioning and microscope or Kodachrome slides, basic anatomy is correlated with the physiology, regulation and effects of secretions. Homeostasis and pathophysiology are discussed. Two hours of lecture per week plus term paper.

Credits: 3

On Occasion

BIO 670 Plant Ecology and Biogeography

Plant Ecology and Biogeography is a three credit graduate course, covering the current topics and state-of-the-art methodologies of addressing the topics in the science of plant ecology. The topics include global change, the value and preservation of biodiversity, invasion biology, and habitat destruction/fragmentation and restoration. The methodologies include experimental design, data analysis and SAS programming, classification ordination and PC-ORD software, meta-population theory and RAMAS software, meta-analysis and Meta-Win software, spatial analysis and PASSAGE software, and GIS/remote sensing and ARCVIEW/ARCINFO software. The class meets two hours per week and is a combination of lectures, computer lab exercises and literature reviews.

Credits: 3

On Occasion

BIO 692 Molecular Biology

A detailed look at the biosynthesis of DNA and RNA, the genetic code, and the mechanisms of protein biosynthesis. The application of molecular biology techniques to current research problems is

explored. Two hours of lecture per week plus term paper.

Credits: 3

Alternate Spring

BIO 695 General Virology

A consideration of such topics as physico-chemical characteristics, identification, genetics, and immunology of viruses. Molecular biology of virus-host interaction is emphasized. Representative studies of animal, bacterial, and plant viruses are emphasized to illustrate fundamental aspects of viral replication, cell susceptibility, and cell response to viral infection. Two hours of lecture per week plus collateral readings and term paper.

Credits: 3

Every Spring

BIO 697 Medical Microbiology

First semester of a two semester sequence (BIOs 697 & 698). A study of microbial-human host interrelationships, with particular attention to the transmission, pathogenicity, and principles of immunity of infectious diseases, especially those of bacterial origin. Emphasis is placed on the newest approaches to the detection, isolation and identification of the organisms implicated in the disease process. Two hours of lecture per week plus term paper. Two hours of lecture and one three-hour laboratory per week in the Spring semester. *The pre-requisites of BIO 641 and 642 are required or approval of the Department Chair.*

Credits: 3

Every Fall

BIO 698 Medical Microbiology

Second semester of a two semester sequence (BIOs 697 & 698). This course is a study of microbial-human host interrelationships, with particular attention to the transmission, pathogenicity, and principles of immunity of infectious diseases, especially those of bacterial origin. Emphasis is placed on the newest approaches to the detection, isolation and identification of the organisms implicated in the disease process. Two hours of lecture and one three-hour laboratory per week. *The pre-requisite of BIO 697 is required or approval of the Department Chair.*

Credits: 4

Every Spring

BIO 701 Seminar in Biology

A presentation of selected topics in biological fields by members of the graduate faculty and visiting guest speakers. This course may be taken for credit, but it is required that all Biology majors attend. Subject matter changes each semester. May be repeated for credit. One hour per week.

Credits: 1

Every Fall

BIO 702 Seminar in Biology

A presentation of selected topics in biological fields by members of the graduate faculty and visiting guest speakers. This course may be taken for credit,

but it is required that all Biology majors attend.

Subject matter changes each semester. May be repeated for credit. One hour per week.

Credits: 1

Every Spring

BIO 703 Seminar in Microbiology

Meetings conducted by the members of the staff to consider current research and problems in the area of medical microbiology and related fields.

Participants include staff members, students and invited guests. All students registered in the program must attend. One hour per week.

The co-requisite of BIO 697 is required.

Credits: 1

Every Fall

BIO 704 Seminar in Microbiology

Meetings conducted by the members of the staff to consider current research and problems in the area of medical microbiology and related fields.

Participants include staff members, students and invited guests. All students registered in the program must attend. One hour per week.

The co-requisite of BIO 698 is required.

Credits: 1

Every Spring

BIO 706 Seminar in Molecular Biology

Research presentations by students on current topics in molecular biology. Faculty discuss their research interests with students. One hour per week.

Credits: 1

On Occasion

BIO 707 Research and Preparation of the Thesis

Open only to matriculated students with approval of Department Chair. Selection, supervision and completion of the thesis topic. Pass/Fail only.

Credits: 3

Every Fall, Spring and Summer

BIO 708 Research and Preparation of the Thesis

Selection, supervision and completion of the thesis topic. Pass/Fail only. Open only to matriculated students with approval of Department Chair.

Credits: 3

Every Fall, Spring and Summer

BIO 709 Independent Study

Prerequisites: 12 credits toward the master's degree; specific course prerequisites to be determined by faculty supervisor.

Credits: 1 to 3

On Demand

BIO 710 Independent Study

Prerequisites: 12 credits toward the master's degree; specific course prerequisites to be determined by faculty supervisor.

Credits: 1 to 3

On Demand

DEPARTMENT OF CHEMISTRY AND BIOCHEMISTRY

Senior Professor Zavitsas
Professors Bensalem, Chung, Lawrence,
Matsunaga, Siegel, Shedrinsky, Watson,
Vasanthan (Chair)
Professors Emeriti Ferraro, Hirschberg, Huang,
Loscalzo, Reidlinger, Rogers, Chawla
Associate Professors Bhattacharjee, Donahue,
Luján-Upton, Schnatter
Assistant Professor Lu
Adjunct Faculty: 10

The graduate offerings of the Department of Chemistry and Biochemistry are designed to enhance the knowledge of the professional chemist, to prepare students for entry into the broad areas of research and development, to strengthen students' preparation for further study, or to allow for a concentration in chemistry necessary for inter-area study in fields such as biology and pharmacy.

M.S. in Chemistry

The M.S. program in chemistry offers a choice of several areas of concentration: organic chemistry, inorganic chemistry, analytical chemistry, polymer chemistry, biochemistry and theoretical chemistry. This program is designed to prepare students for entry into the broad areas of research and development, to strengthen students' preparation for further study or to allow for a concentration in chemistry necessary for inter-area study in fields such as biology and pharmacy. Graduate assistantships are available on a limited basis.

Admission Requirements

To be admitted to this program you must:

- Have completed one year of undergraduate study in each of the following subjects: calculus, physics, introductory (inorganic) chemistry, analytical chemistry, organic chemistry and physical chemistry.*
- Submit a completed application to the Office of Admissions (see Submitting an Application for Admission).

**Deficiencies must be removed during the first year of graduate study. No graduate credit will be awarded for such compensatory work.*

Submitting an Application for Admission

All applicants must apply for admission to LIU Brooklyn. Please apply online at My LIU or use the Apply Now link in the top navigation bar. For more information on the admissions process, visit the Office of Admissions website.

M.S., Chemistry

[Program Code: 06944]

Degree Requirements

The following four (4) courses are all required:

CHM 503	Advanced Inorganic Chemistry	4
CHM 606	Advanced Physical Chemistry	3
CHM 525	Instrumental Methods of Analysis	4
CHM 621	Advanced Organic Chemistry I	3

In addition, degree candidates must select one of the following two options:

1. An additional 18 graduate credits from among the courses offered by the Department of Chemistry and Biochemistry, for a total of 32 credits. Candidates must also either pass a comprehensive examination or submit an acceptable library research paper assigned by the department.
2. An additional six credits of registration in thesis research resulting in an acceptable thesis and 10 credits of graduate chemistry courses, for a total of 30 credits.

Credit and GPA Requirements

Minimum Credits: 30 (Thesis Option)

Minimum Credits: 32 (Comprehensive Exam Option)

Minimum Major GPA: 3.00

Chemistry Courses

CHM 503 Advanced Inorganic Chemistry

A study of such selected topics in inorganic chemistry as the nature of the chemical bond, acid-based theories, reaction kinetics and mechanisms, coordinating ~ their theories and structure. Two lecture hours and four laboratory hours.

Credits: 4

Every Fall

CHM 525 Instrumental Methods of Analysis

A hands-on approach to instrumental analysis and its application to research. Students use several analytical techniques, including voltammetry and polarography; high performance liquid chromatography (HPLC); gas chromatography (GC); uv-visible and infrared spectrophotometry; atomic absorption spectroscopy; and proton magnetic resonance spectroscopy. Students are also encouraged to use the computer for data analysis and presentation. One-hour lecture and six-hour laboratory.

The pre-requisite of CHM 503 is required or permission from the Department.

Credits: 4

Every Spring

CHM 531 Neurochemistry

A discussion of the morphology, biochemical composition, metabolism, physiology and pharmacology of the nervous system. The course begins with the general principles of synaptic transmission and deals in depth with several of the neurotransmitter systems in terms of biosynthesis of the transmitter, storage, release, inactivation in the synapse, and receptor types and how they mediate their signals in the postsynaptic cells. Also included are discussions on aging and development in the nervous system, drug additions, and the role of various dietary nutrients on nervous system function. Two hours of lecture per week. Offered on occasion. Prerequisite: At least one semester of Biochemistry.

Credits: 3

Cross-Listings: BIC 531, BIO 531, CHM 531

On Occasion

CHM 541 Special Topics in Chemistry

A presentation of subjects of unusual current interest. Three hours of lecture, including selected demonstrations. Course may be repeated.

Credits: 3

On Occasion

CHM 551 Environmental Chemistry

A survey of the chemistry of the environment covering chemistry of the atmosphere, the hydrosphere, the lithosphere and the biosphere. An in-depth look is taken at the role of energy and the various sources of energy in modern societies, ranging from fossil fuels and nuclear power to alternate and renewable energy sources, such as solar, hydroelectric, wind, biomass, geothermal and

ocean energy, with an emphasis on the impact of those energy sources on the environment.

Discussions of toxicology as it relates to environmental pollutants are conducted.

Credits: 3

On Occasion

CHM 606 Advanced Physical Chemistry

A review of advanced topics in physical chemistry and their applications in thermodynamics, kinetics and quantum mechanics.

Credits: 3

Every Spring

CHM 621 Advanced Organic Chemistry I

A study of the major classes of organic reactions with respect to their applications to synthesis, their mechanisms and methods for determining them, and the effect of structure on reactivity. Bonding and structure, stereochemistry, molecular conformation, stereoelectronic effects, substitution, addition and elimination reactions, reactions of enolates, carbonyls and free radicals.

Credits: 3

Every Fall

CHM 622 Advanced Organic Chemistry II

The emphasis is on synthetic applications and total synthesis. Oxidations and reductions, cycloadditions and rearrangements, aromatic substitutions, carbon-carbon bond forming reactions of boron, tin and silicone, and other selected topics.

Credits: 3

On Occasion

CHM 623 Organo-metallic Chemistry

A study of synthesis and properties of p bonded organo-metallic complexes. Oxidative addition, reductive elimination, insertion and elimination reactions, nucleophilic and electrophilic additions and abstractions are considered, as are synthetic and catalytic aspects of organo-metallic chemistry. Biological applications and environmental aspects of organo-metallic compounds are also examined. Prerequisite: CHM 621.

Credits: 3

On Occasion

CHM 626 Polymer Chemistry

A study of synthetic and natural macromolecules, including polymerization, depolymerization, structure determination, and physical and chemical properties.

The pre-requisite of CHM 621 is required.

Credits: 3

On Occasion

CHM 631 Spectroscopy

An illustration of modern spectroscopic methods for the structural elucidation of organic and inorganic compounds including UV/V, H NMR, C NMR, mass spectrometry, and IR. Prerequisites: CHE 606, 621.

Credits: 3

On Occasion

CHM 701 Seminar in Chemistry

A presentation of selected topics in the branches of chemistry, with attention to recent literature. One one-hour conference. Attendance mandatory for all matriculated students. Pass/Fail only.

Credits: 1

Every Fall

CHM 702 Seminar in Chemistry

A presentation of selected topics in the branches of chemistry, with attention to recent literature. One one-hour conference. Attendance mandatory for all matriculated students. Pass/Fail only.

Credits: 1

Every Spring

CHM 707 Research and Preparation of Thesis

Open only to matriculated students with approval of the Chair. The assignment of a thesis problem to each student for investigation. Original laboratory work is required. Pass/Fail only.

Credits: 3

Every Semester

CHM 708 Research and Preparation of Thesis

Open only to matriculated students with approval of the Chair. The assignment of a thesis problem to each student for investigation. Original laboratory work is required. Pass/Fail only.

Credits: 3

Every Semester

CHM 709 Research and Preparation of the Thesis

Prerequisite: Chemistry 708

If the student's thesis is not accepted by the Department during the semester in which the student is registered in CHM 708, the student will be required to register in the appropriate thesis course in each successive semester until the thesis is accepted by the Department. Pass/Fail.

Credits: 1

Every Semester

CHM 709X Research and Preparation of the Thesis

If a student's thesis is not accepted by the Department during the semester in which the student is registered in CHM 708, the student will be required to register in the appropriate thesis course in each successive semester until the thesis is accepted by the Department. Pass/Fail.

Prerequisite: CHM 708.

Credits: 1

Every Semester

Biochemistry Courses

BIC 508 The Biology of Cancer

A general survey in oncology. Lectures address the historical perspective of cancer research, the definition and classification of tumors, the epidemiology of human cancer, gene regulation and

differentiation in normal and tumor cells, characteristics of transformed malignant cells, the biology of tumor metastasis, host transformed malignant cells, the origins of human cancer, and cancer therapy. Two hours of lecture per week plus term paper. Prerequisite: General background in Biology and Chemistry.

Credits: 3

Alternate Fall

BIC 514 Bioanalytical Chemistry

A practical approach to techniques used for analysis of biological materials and the study of biochemical processes. The principles of the techniques will be discussed in lecture, and practical application of these techniques will be performed in the laboratory. Topics include: protein separation techniques; enzyme assays and enzyme linked methods for biochemical analysis, techniques for studying protein structure and function with emphasis on data available from the Protein Data Bank; analysis of lipids and carbohydrates; and analysis of bioactive molecules and their metabolites. Two lecture hours, four laboratory hours per week.

The pre-requisite of CHM 113 and CHM 153 or BIC 153 is required.

Credits: 4

On Occasion

BIC 531 Neurochemistry

A discussion of the morphology, biochemical composition, metabolism, physiology and pharmacology of the nervous system. The course begins with the general principles of synaptic transmission and deals in depth with several of the neurotransmitter systems in terms of biosynthesis of the transmitter, storage, release, inactivation in the synapse, and receptor types and how they mediate their signals in the postsynaptic cells. Also included are discussions on aging and development in the nervous system, drug addictions, and the role of various dietary nutrients on nervous system function. Two hours of lecture per week. Offered on occasion. Prerequisite: At least one semester of Biochemistry.

Credits: 3

Cross-Listings: BIC 531, BIO 531, CHM 531

On Occasion

BIC 541 Special Topics in Biochemistry

A consideration of subjects of special or current interest that may include the following or a combination of two or more: hormonal regulation of metabolism, metabolic significance of enzyme deficiency, biochemical aspects of nutrition, cancer and carcinogenesis, and HIV and protease inhibitors.

Credits: 3

On Occasion

DEPARTMENT OF COMMUNICATION SCIENCES AND DISORDERS

718-488-4122

Professors: Koenig, Moses

Associate Professors: Barriere, Champion (Chair),
Shi, G. Youmans, S. Youmans,

Assistant Professor: Tyrone

Clinical Administrators: Perdios (Clinical
Director)

Adjunct Faculty: 10

M.S. in Speech-Language Pathology

The Department of CSD seeks to advance the study of human communication sciences and disorders within a culturally and linguistically diverse society. Intellectual growth is promoted through the recognition and expression of multiple theoretical, cultural, and individual perspectives. The department fosters respect for diversity and a commitment to serve individuals with communication problems. The program is registered by the New York State Department of Education and is accredited by the American Speech-Language-Hearing Association (ASHA). Graduates of the program receive a Master of Science Degree in Speech-Language Pathology that satisfies the academic and professional requirements specified by ASHA for the CCC-SLP, and are eligible to apply for licensure in SLP by the New York State Department of Education's Office of the Professions. Students who wish to satisfy the New York State Education Office of Teaching requirements for Teacher of Students with Speech and Language Disabilities (TSSLD) may also prepare for this certification as part of their graduate program. Students demonstrating proficiency (i.e., speaking, listening, reading, and writing) in a language other than English may further prepare for a certificate in Teacher of Students with Speech and Language Disabilities with a Bilingual Extension. This program will prepare students to work with individuals who are bilingual or speak a language other than English. Admissions procedures and requirements for admission to both the monolingual and bilingual specializations are detailed below.

Admissions Procedures

The institutional policy for admission of students to graduate study is a bachelor's degree from an accredited university indicating an acceptable record, with additional requirements set by individual graduate programs. The faculty of the graduate program in Speech-Language Pathology has set the following specific admissions standards for entry into the program:

- B.A. or B.S. degree with a minimum grade

point average (GPA) of 3.2 in Communication Sciences and Disorders; **or** B.A. or B.S. degree in another field plus completion of pre-requisite coursework in speech-language pathology and audiology. The following courses (or their equivalents at other institutions) must be taken (19 credits if taken at LIU):

SLP 104 Articulatory Phonetics

SLP 113 Anatomical and Physiological Bases for Speech & Language I

SLP 133 Speech Science I: Acoustic Phonetics

SLP 231 Language Acquisition Across Life Span I: Early Years

SLP 321 Audiology I-Hearing Science

SLP 410 or 411 Introduction to Communication Disorders Across the Life Span

- Three letters of recommendation (two must be academic)
 - GRE required
 - Completion of a personal interview
 - Passing an oral and written language screening in English
 - Minimum grade of a B- in all pre-requisite courses and grade point average of 3.2
 - Post-baccalaureate students must complete a minimum of 4 (out of 6) pre-requisite courses before applying to the program
 - Course credits may be granted for designated courses completed within **5 years**
- Students preparing to obtain the Bilingual Extension to the Teacher of Students with Speech and Language Disabilities Certification must also demonstrate written and oral language proficiency in a second language on the *Bilingual Education Assessment (BEA)* or other approved examinations.

International Students Admission

Applicants whose undergraduate, graduate or pre-requisite course work was completed in an institution where English was not the principle language of instruction must present scores for the Test of English as a Foreign Language (TOEFL).

Program Requirements

The Master of Science degree in Speech-Language Pathology at LIU Brooklyn can be completed in 2.5-3 years of intensive study. The time limit for the degree is 5 years. Candidates for the degree must have completed a minimum of 64 credits and a summative requirement.

The master's degree program offers two options:

1. A clinical master's degree program with a comprehensive examination as the summative requirement
2. A clinical master's degree program with a research project in which the summative requirement is a presentation.

Both options are subject to the rules of the departmental Graduate Program Committee.

Curriculum

The programs in Speech-Language Pathology

consist of required and elective course work from the following categories: Professional Foundations, Speech Disorders, Language Disorders and Practica. Most course work is infused with multilingual/multicultural content.

Clinical Practicum

All students are required to complete a minimum of 400 competent clock hours of clinical practicum, including 25 hours of observation. Up to 50 clock hours of undergraduate practicum and 25 hours of observation may be credited toward clinical practicum requirements. Clinical practicums are completed in several locations: on campus, in the university clinic; at the university satellite centers; at off-campus hospital settings and in school settings. Clinical practicum requirements, facilities, and regulations are described in detail in the Clinic Procedures Manual. Students are advised that the specific hourly requirements listed here and by ASHA constitute minimum standards requirements, and may be adjusted upwards according to individual student needs and skill levels.

Grading Policy

The university grading policy involves a plus and minus grading system (e.g., A, A-, B+, B, B-, C+, C, C-).

Foundation Courses

Students receive a midterm evaluation in all foundation courses. Students whose midterm evaluations are less than a B- may be directed to advisement, counseling, and support services (tutoring, Writing Center, Speech-Language-Hearing Clinic). Students may retake a maximum of two Foundation courses to remediate grades of C+ or below. Foundation courses may be retaken only one time.

Students who have failed to maintain satisfactory scholastic standing at the completion of the foundation sequence will not be permitted to continue with the program. Students must complete all undergraduate pre-requisites by the end of their first year of graduate coursework.

Higher Level Courses

Students may receive up to one grade of below B- in their non-foundation courses. Students may opt to retake only one higher-level course a single time to remediate a grade of below B-.

Students must maintain an overall GPA of 3.0 to continue in the program throughout their academic career. Students are only allowed one grade of C+, C, or C- in their graduate coursework. Students who earn two or more grades of C+, C, or C- will not be allowed to continue in the graduate program and will be referred to the Academic Standing Committee.

Students are placed on Academic Probation when they fail to maintain a minimum GPA of 3.0.

Post-Baccalaureate

Post-baccalaureate students must complete a minimum of four undergraduate pre-requisite courses (SLP 104, SLP 113, SLP 133, and SLP 231) prior to applying to the graduate program. Students admitted to the program must maintain a

minimum GPA of 3.0 in their pre-requisite coursework to matriculate fully and continue into the graduate program.

Summary of Master's Degree Graduation Requirements

Student may opt to complete ONE of the following (as partial fulfillment of the M.S in Speech-Language Pathology):

1. Comprehensive examination
2. Master's thesis

The student and the student's advisor will decide whether the student may elect the master's program of study with a research option. It is recommended that this decision be reached as early as possible in the Master's program to allow for adequate planning and implementation. The deadline for application for the research option program will be at the end of the second semester when the student successfully completes the foundation sequence.

Comprehensive Examination Option

Students must take a comprehensive examination as part of the program and degree requirements. Students are generally advised to take the comprehensive exam during their last semester in the program, and may not take the exam before completing at least 30 graduate credits. The comprehensive examination consists of an essay component addressing the application of content from foundations and higher level courses to speech-language assessment and intervention. Students who fail the exam must be counseled by the department chairperson, directed toward remedial instruction, and should retake the exam.

Students must also present a completed KASA disk indicating achievement of all objectives, a completed clinical hour spreadsheet for approval by clinic administrators, and a KASA Verification Form for approval by the advisement counselor and the program director.

Research Option

The research option requires a student to conduct empirical research on a topic relevant to communication sciences and disorders or dysphagia. Selection of the research option implies that completion of the requirements here listed is in lieu of the comprehensive examination. The chosen topic may involve basic or clinically oriented research. The precise topic addressed will be developed by the student and guided by an advisor.

Speech-Language Performance and Writing Proficiency

Graduate students admitted to the Speech-Language Pathology program must demonstrate English writing proficiency as a requirement for graduation.

Formative Assessment:

The ASHA has established a Knowledge and Skills Assessment (KASA) requirement. KASA objectives have been developed for each course. Students receive both a grade and an evaluation of KASA objectives for each course. A passing grade

in the course does not necessarily indicate achievement of all KASA objectives. Therefore, a remediation plan will be developed to address those objectives not achieved. In order to graduate, students must achieve all KASA objectives and complete any required remediation(s).

MS Speech-Language Pathology Requirements

The following are the required Foundation courses:

SLP	601	Introduction to Research in Speech-Language Pathology	3.00
SLP	602	Advanced Language Acquisition	3.00
SLP	603	Communication and Language Learning in Bilingual/Multicultural Populations	3.00
SLP	606	Advanced Neuroanatomy for Speech-Language Pathology	3.00
SLP	608	Seminar in Speech-Language Pathology	1.00
SLP	620	Comparative Phonology and Phonological Disorders	3.00

A minimum of 39 credits are required from the higher level courses listed below:

SLP	604	Biling/Multicult Foundations II: Assessment and Intervention: Methods & Materials	3.00
SLP	605	Diagnostic Process	3.00
SLP	607	Advanced Clinical Audiology	3.00
SLP	609	Speech Science and Instrumentation	3.00
SLP	621	Fluency Disorders	3.00
SLP	622	Voice Disorders	3.00
SLP	626	Dysphagia	3.00
SLP	627	Motor Speech Disorders	3.00
SLP	630	Topics In Communication Disorders	3.00
SLP	640	Language Disorders in Children	3.00
SLP	641	Aphasia and Adult Neurogenic Disorders	3.00
SLP	642	Speech-Language-Hearing Services for Language-Learning Disabilities	3.00

SLP	644	Speech-Language-Hearing Services in Multicultural/Multilingual School Settings	3.00
SLP	720	Independent Study- Research on Disorders of Speech	1.00

A minimum of 9 units are required from the Practicum sequence:

SLP	610A	Clinical Practicum: Intro to Treatment of Speech-Language and Hearing Disorders	2.00
SLP	610B	Clinical Practicum: Intro to Treatment of Speech-Language and Hearing Disorders	2.00
SLP	610C	Clinical Practicum: Intro to Treatment of Speech-Language and Hearing Disorders	1.00
SLP	611A	Intermediate Clinical Practicum in the Treatment of Speech-Language and Hearing Disorders	1.00
SLP	611B	Intermediate Practicum in the Treatment of Speech-Language and Hearing Disorders/Monolingual.	1.00
SLP	611C	Intermediate Practicum in a School Setting/Bilingual	1.00
SLP	611D	Extended Intermediate Clinical Practicum in the treatment of Speech-Language and Hearing Disorders.	1.00
SLP	612A	Advanced Clinical Practicum: Assessment and Treatment Speech-Language and Hearing Disorders	1.00
SLP	614A	Diagnostic Practicum: Children	1.00
SLP	614B	Diagnostic Practicum: Adults	1.00
SLP	615A	Audiology Practicum	1.00
SLP	616	Clinical Observation	1.00

Credit and GPA Requirements

Minimum Credits: 64
Minimum Major GPA: 3.0

Advanced Certificate - Alternate Certificate Bilingual Extension

This fourteen (14) credit program qualifies Speech-Language Pathologists with a Master of Science degree and with Teacher of the Speech and Hearing Handicapped certification to earn a Bilingual Extension, thereby making them eligible to work with communicatively impaired English language learners in schools. The program consists of:

- Course work comprised of theoretical foundations of bilingual and second language development, culturally and linguistically appropriate assessment and intervention principles and practices, communication patterns and disorders in culturally diverse populations, bilingual education theory and practice, and bilingual teaching of language.
- Practicum experiences focusing on speech and language sampling and analysis in the target language, bilingual speech and language assessment and intervention with communicatively impaired English language learners.

Bilingual Certificate (Extension) Program for Speech-Language Pathologists

Coursework

SLP 603 Multicult. Fdns: Cul, Comm, and Lang. Lrng (3 credits)
 SLP 604 Bilingual Foundstions (3 credits)
 SLP 642 S&H Svcs-Lg/Lrng.DisabSLP 644 SLH Srvc/Multiling & Multicult Schls (3 credits)
 SLP 644 Language/learning disabilities in multicultural/bilingual settings

Practice

SLP 611 C Student Teach (Bilng) (1 cred)
 SLP 614 B Diag Practicum (Biling) (1 cred)

Credit and GPA Requirements

Minimum Credits: 14

Minimum Major GPA: 3.0

Student Committees

Academic Advisory Graduate Committee

The Academic Advisory Graduate Committee was established to provide an opportunity for the graduate student body in the Department of Communication Sciences and Disorders to provide ongoing feedback to the faculty regarding academic issues, curricular issues, and any other concerns that may arise.

National Student Speech-Language-Hearing Association (NSSLHA)

The National Student Speech-Language-Hearing Association (NSSLHA) is the pre-professional national organization for master's candidates and undergraduate students interested in the study of normal and disordered human communication behavior. The Department of Communication Sciences and Disorders at LIU

Brooklyn has established a Speech and Hearing Society as a local chapter of the National Student Speech-Language-Hearing Association. All undergraduate and graduate students in the department of CSD are encouraged to apply.

Communication Sciences and Disorders Courses

SLP 601 Introduction to Research in Speech-Language Pathology

A course designed to (1) give students a broad-based introduction to the research literature in speech-language pathology; (2) develop critical reading skills; (3) cover technical aspects of research design and methodology including basic statistical methods and issues in data interpretation; and (4) develop writing skills for empirical report writing.

Credits: 3

Every Fall and Spring

SLP 602 Advanced Language Acquisition

Advanced study of typically achieving children and their developing language and communication system, focusing on syntactic, semantic and pragmatic abilities of children in relationship to their developing perceptual, social-emotional and cognitive systems. The acquisition of language in relationship to other domains of child development is highlighted. Normal variations in language acquisition and development are viewed from a cross-cultural perspective.

Credits: 3

Every Fall and Spring

SLP 603 COMMUNICATION AND LANGUAGE LEARNING IN BILINGUAL/MULTICULTURAL POPULATIONS

Course Description: The course will examine language variation in the United States. We will examine our own cultural, ethnic, language backgrounds and value and beliefs that we hold about individuals who are different from ourselves. Next we will examine what it means to develop cross cultural competence to appropriately work with children from culturally/linguistically diverse populations who have communication disorders. In addition we will examine dialects in the Northeast and the South including African American. This course will provide students with research on the language and narrative skills among African American children

Credits: 3

Every Fall and Spring

SLP 604 Biling/Multicult Foundations II: Assessment and Intervention: Methods & Materials

This course provides an overview of the diverse cultural/linguistic groups in the United States with reference to how cultural and linguistic variations impact upon the assessment and treatment of communication disorders and the role of culture on specific speech and language disorders. Culturally and linguistically appropriate methods and materials for assessment and intervention, including bilingual materials, alternative assessment approaches, and intervention strategies are

examined. An overview of legislation pertaining to bilingual education and special education is presented.

The pre-requisites of SLP 601, 602, 603, 606, 608 and 620 are required.

Credits: 3

Every Fall and Spring

SLP 605 Diagnostic Process

Diagnosis of speech-language and swallowing disorders in children and adults. Norm-referenced, criterion-referenced, and developmental approaches to assessment are identified. Standardized and non-standardized assessments used in the field of speech/language pathology are reviewed. Focus is on data collection, observation and interpretation of test results. Emphasis is also on the impact of cultural and linguistic diversity on assessment and overall identification/diagnosis.

The pre-requisites of SLP 601, 602, 603, 606, 608, and 620 are required.

The co-requisite of SLP 607 is required.

Credits: 3

Every Fall, Spring and Summer

SLP 606 Advanced Neuroanatomy for Speech-Language Pathology

This course is a broad survey of the structure, function and pathology of the human nervous system. The course emphasizes structural characteristics of the central and peripheral nervous system and their relationships to function and dysfunction, particularly how they relate to speech, language, hearing, and swallowing. Related disciplines such as cell biology, histology, biochemistry, physiology, neuropsychology, neurology, and psychiatry are included to facilitate understanding of the functional mechanisms and relationships.

Credits: 3

Every Fall and Spring

SLP 607 Advanced Clinical Audiology

This course provides an advanced discussion of clinical audiology in relevance to speech-language pathologists, mainly including the following areas: rationale and procedures of clinical tests of basic auditory function, manifestation and assessment of common audiological and otological disorders, and hearing evaluation for pediatric, geriatric, and bilingual/multicultural populations.

The pre-requisites of SLP 601, 602, 603, 606, 608 and 620 are required.

The co-requisite of SLP 605 is required.

Credits: 3

Every Fall, Spring and Summer

SLP 608 Seminar in Speech-Language Pathology

An examination of professional ethics and issues as well as cultural considerations for studying and teaching speech, language, communication, and swallowing disorders in culturally and linguistically diverse populations. The course also covers such issues as professional organizations, the ASHA code of ethics, state license and certification

requirements.

Credits: 1

Every Fall and Spring

SLP 609 Speech Science and Instrumentation

This course is designed to give students of communication disorders a thorough grounding in the characteristics of normal speech production and perception and the techniques for studying them. Students should be equipped to (1) read the contemporary research literature, (2) assess speech production patterns in children and adults from varying language backgrounds, (3) understand how speech is perceived and processed in laboratory and field situations, (4) evaluate claims about the etiologies of speech disorders, and (5) evaluate treatment protocols based on particular views about the nature of speech production and perception.

The pre-requisites of SLP 601, 602, 603, 606, 608 and 620 are required.

Credits: 3

Every Fall and Spring

SLP 610A Clinical Practicum: Intro to Treatment of Speech-Language and Hearing Disorders

An introduction to remediation of speech-language and communication disorders. Students participate in the supervised treatment of speech, language, hearing and swallowing disorders in children and adults. All SLP 610 practica courses involve internship experiences and are completed at the Downtown Brooklyn Speech-Language-Hearing Clinic and/or LIU satellite centers. Students also participate in a weekly seminar focusing on intervention planning, development of goals and procedures, the relationship between assessment and intervention planning, and professional decision-making and problem solving. Weekly seminars are periodically devoted to special topics related to assessment and intervention.

The pre-requisites of SLP 601, 602, 603, 606, 608, 620 and 640 are required.

Credits: 2

Every Fall and Spring

SLP 610B Clinical Practicum: Intro to Treatment of Speech-Language and Hearing Disorders

An introduction to remediation of speech-language and communication disorders. Students participate in the supervised treatment of speech, language, hearing and swallowing disorders in children and adults. All SLP 610 practical courses involve internship experiences and are completed at the Downtown Brooklyn Speech-Language-Hearing Clinic, LIU satellite centers and/or specialty sites. Students also participate in a weekly seminar focusing on intervention planning, development of goals and procedures, the relationship between assessment and intervention planning, and professional decision-making and problem solving. Weekly seminars are periodically devoted to special topics related to assessment and intervention.

The pre-requisites of SLP 601, 602, 603, 606, 608, 620 and 640 are required.

Credits: 2

Every Fall, Spring and Summer

SLP 610C Clinical Practicum: Intro to Treatment of Speech-Language and Hearing Disorders

An introduction to remediation of speech-language and communication disorders. Students participate in the supervised treatment of speech, language, hearing and swallowing disorders in children and adults. All SLP 610 practical courses involve internship experiences and are completed at the Downtown Brooklyn Speech-Language-Hearing Clinic, LIU satellite centers and/or specialty sites. Students also participate in a weekly seminar focusing on intervention planning, development of goals and procedures, the relationship between assessment and intervention planning, and professional decision-making and problem solving. Weekly seminars are periodically devoted to special topics related to assessment and intervention.

The pre-requisites of SLP 601, 602, 603, 606, 608, 620 and 640 are required.

Credits: 1

On Demand

SLP 611A Intermediate Clinical Practicum in the Treatment of Speech-Language and Hearing Disorders

An intermediate level practicum within school or other pediatric settings. Students participate in the supervised treatment of speech, language, hearing and swallowing disorders in children and adults at off-campus sites. Focus is on in-depth diagnosis and treatment of individuals with specific speech, language and hearing disorders. Students conduct diagnostic and treatment sessions in school, clinic and classroom settings and participate in a weekly seminar. Emphasis of the practicum is on diagnosis, intervention planning, development of IEP goals and procedures, collaboration with allied professionals, and professional decision-making and problem-solving. Prerequisite: Permission of the Department.

The pre-requisites of SLP 604, 605, 610A and 614A are required.

Credits: 1

Every Fall, Spring and Summer

SLP 611B Intermediate Practicum in the Treatment of Speech-Language and Hearing Disorders/Monolingual.

An intermediate level practicum within school settings. Students participate in the supervised treatment of speech, language, hearing and swallowing disorders in children at off-campus sites. Focus is on in-depth diagnosis and treatment of individuals with specific speech, language and hearing disorders. Students conduct diagnostic and treatment sessions in school settings with monolingual English-speaking populations. Students participate in a weekly seminar. Emphasis of the practicum is on diagnosis, intervention planning, development of IEP goals and procedures, collaboration with allied professionals,

and professional decision-making and problem-solving. Prerequisite: Permission of the Department.

The pre-requisite of SLP 604, 605, 610A and 614A are required.

Credits: 1

Every Fall, Spring and Summer

SLP 611C Intermediate Practicum in a School Setting/Bilingual

An intermediate level practicum within school settings. Students participate in the supervised treatment of speech, language, hearing and swallowing disorders in children at off-campus sites. Focus is on in-depth diagnosis and treatment of individuals with specific speech, language and hearing disorders. Students conduct diagnostic and treatment sessions in school settings with bilingual populations. Students participate in a weekly seminar. Emphasis of the practicum is on diagnosis, intervention planning, development of IEP goals and procedures, collaboration with allied professionals and professions, and professional decision-making and problem-solving. Prerequisite: Permission of the Department.

The pre-requisites of SLP 604, 605, 610A and 614A are required.

Credits: 1

Every Fall, Spring and Summer

SLP 612A Advanced Clinical Practicum: Assessment and Treatment Speech-Language and Hearing Disorders

An advanced-level practicum in which students participate in the supervised assessment, treatment and management of speech, language, communication and swallowing disorders in adults at area hospitals or clinics and/or both. Some pediatric hours may be accrued, depending on the site. Emphasis of the practicum is on diagnosis, intervention planning, development of goals and procedures, and professional decision-making and problem-solving. Students participate in a weekly seminar.

The pre-requisites of SLP 601, 602, 603, 606, 608, 611, 614A, 614B, 620, 626 and 640 are required.

Credits: 1

Every Fall, Spring and Summer

SLP 613B Extended Advanced Clinical Practicum

An advanced level practicum within a variety of settings. Focus is on in-depth diagnosis and treatment of individuals with specific speech, language and hearing disorders. Students conduct diagnostic and treatment sessions. Prerequisite: Permission of the department.

SLP 614A Diagnostic Practicum: Children

A practicum in which students perform diagnostic evaluations on individuals with speech, language, swallowing and hearing disorders. Students also participate in a weekly seminar that focuses on the diagnostic process, formal and informal assessment procedures, and decision-making relevant to the diagnostic process. Prerequisite: Permission of the

department.

The pre-requisites of SLP 601, 602, 603, 605, 606, 608, 620 and 640 are required.

Credits: 1

Every Fall, Spring and Summer

SLP 614B Diagnostic Practicum: Adults

A practicum in which students perform diagnostic evaluations on individuals with speech, language, swallowing and hearing disorders. Students also participate in a weekly seminar that focuses on the diagnostic process, formal and informal assessment procedures, and decision-making relevant to the diagnostic process.

The pre-requisites of SLP 601, 602, 603, 605, 606, 608, 620, 626, 640 and 641 are required.

Credits: 1

Every Fall, Spring and Summer

SLP 615A Audiology Practicum

A practicum in which students perform supervised audiologic screenings and participate in diagnostic evaluations. Practicum includes a review of basic audiologic concepts and procedures in a weekly seminar.

The pre-requisite of SLP 601, 602, 603, 606, 607, 608, 620, and 640 are required.

Credits: 1

Every Fall, Spring and Summer

SLP 616 Clinical Observation

Students participate in supervised clinical observations of individuals with speech, language and communication disorders. Students have the opportunity to observe clinical assessment and intervention and to participate in a weekly seminar. *The pre-requisites of SLP 601, 602, 603, 606, 608 and 620 are required.*

SLP 620 Comparative Phonology and Phonological Disorders

This course involves the study of phonological theory and research associated with normal articulatory and phonological development, as well as factors related to articulation and phonological disorders. Cross-linguistic phonological systems are compared. Bilingual and dialectal developmental similarities and differences are explored.

Assessment and remediation principles and procedures for specific articulatory/phonological disorders are examined within a bilingual/multicultural perspective.

Credits: 3

Every Fall and Spring

SLP 621 Fluency Disorders

A study of fluency and the factors that may disrupt it; an introduction to the problem of stuttering, its nature and development, including differential diagnosis, theoretical concepts on etiology, and remediation for children and adults.

The pre-requisites of SLP 601, 602, 603, 604, 605, 606, 607, 608, 609 and 620 are required.

Credits: 3

Every Fall and Spring

SLP 622 Voice Disorders

This course is designed to provide the student with a theoretical and practical introduction to normal voice production and the nature, diagnosis, and treatment of voice disorders. Information related to structural, functional, and neurological bases of voice disorders will also be provided. Classes will be primarily lecture-based, supplemented by videotapes, illustrations, handouts, in-class activities, discussions, etc. Lectures will follow the text in general, but material not included in the text will also be presented during lectures.

The pre-requisites of SLP 601, 602, 603, 606, 608, 609 and 620 are required.

Credits: 3

Every Fall and Spring

SLP 626 Dysphagia

This course is designed to provide the student with a theoretical and practical introduction to normal swallowing and the nature, diagnosis, and treatment of swallowing disorders. Information related to structural and neurologic bases and medical consequences of dysphagia will also be provided. Classes will be primarily lecture-based, supplemented by videotapes, illustrations, handouts, in-class activities discussions, etc. Lectures will follow the text in general, but material not included in the text will also be presented during lectures.

The pre-requisites of SLP 601, 602, 603, 606, 608 and 620 are required.

Credits: 3

Every Fall, Spring and Summer

SLP 627 Motor Speech Disorders

This course is designed to provide the student with a theoretical and practical introduction to normal speech production and the nature, diagnosis, and treatment of motor speech disorders. Information will be provided regarding each disease/disorder and etiologies underlying these disorders. Classes will be primarily lecture-based, supplemented by videotapes, illustrations, handouts, in-class activities, discussions, etc. Lectures will follow the text in general, but material not included in the text will also be presented during lectures.

The pre-requisites of SLP 601, 602, 603, 604, 605, 606, 607, 608, 609 and 620 are required.

Credits: 3

Every Fall, Spring and Summer

SLP 630 Topics In Communication Disorders

This course focuses on select topics in communication disorders to increase students' awareness and exposure to diverse communication disorders.

The pre-requisites of SLP 601, 602, 603, 604, 605, 606, 607, 608, 609 and 620 are required.

Credits: 3

Every Fall, Spring and Summer

SLP 640 Language Disorders in Children

An examination of contemporary theoretical

paradigms and their applications to language assessment and intervention with childhood language impairments. Specific childhood language disorders are studied, including autistic spectrum disorders, specific language impairment and language-learning disabilities. Contemporary approaches to assessment and intervention are explored from varied theoretical models. The treatment of language disorders within a social communicative context is emphasized, with special reference to cultural and linguistic variations.

The pre-requisites of SLP 601, 602, 603, 606, 608 and 620 are required.

Credits: 3

Every Fall, Spring and Summer

SLP 641 Aphasia and Adult Neurogenic Disorders

This course provides students with a sophisticated understanding of the diagnosis and treatment of a variety of acquired neurogenic language disorders of language and cognition. Aspects of counseling in the arena of communication disorders and multicultural perspectives in medical environments are infused throughout the course. Emphasis is placed on active problem solving approaches to clinical decision making, and component-skill analysis of diagnostic materials. Classes will be lecture and discussion-based, with supporting handouts and video material.

The pre-requisites of SLP 601, 602, 603, 606, 608 and 620 are required.

Credits: 3

Every Fall, Spring and Summer

SLP 642 Speech-Language-Hearing Services for Language-Learning Disabilities

An historical-to-contemporary overview of the field of language-hearing disabilities, with attention to variations among cultural groups. The focus is on understanding the complex relationships among language, learning and literacy. Contemporary theoretical paradigms used in the assessment and treatment of language-learning disabled individuals are explored. The importance of the speech-language pathologist in understanding the relationship between language development and reading and writing in normally achieving and learning-disabled children is highlighted. The role of the speech-language pathologist in the school setting is addressed, with particular attention to the school curriculum collaboration with other professionals.

The pre-requisites of SLP 601, 602, 603, 605, 608, 620 and 640 are required.

Credits: 3

Every Fall, Spring and Summer

SLP 644 Speech-Language-Hearing Services in Multicultural/Multilingual School Settings

This course provides an overview of the role and responsibilities of the speech-language specialist in varied school settings. The pre-referral, referral and assessment process is discussed. Formulation and implementation of linguistically and culturally

appropriate therapeutic programs are considered. Family involvement and team-oriented approaches to school delivery are explored. School organization, bilingual and special education legislation and individualized education plans are described and discussed. Required for the Teacher of Students with Speech and Language Disabilities and the Bilingual Extension.

The pre-requisites of SLP 601, 602, 603, 606, 608 and 620 are required.

Credits: 3

Every Fall, Spring and Summer

SLP 700 Academic Literacy

In this writing-intensive course, students will acquire skills necessary to increase their success at graduate level academic and clinical writing. This course will be tailored to meet the needs of individual student authors. General topics for discussion and practice will include converting thoughts into writing, generating working outlines, conveying ideas clearly and concisely, using active and passive voice, quoting, citing, revision and editing. Elements of style for clinical, essay and research papers will be discussed and practiced.

Credits: 3

On Demand

SLP 720 Independent Study-Research on Disorders of Speech

Extensive individual research on the various disorders of speech (articulation, phonology and swallowing). Students are required to submit a carefully documented research project based on a topic approved in advance by the professor.

The pre-requisites of SLP 601, 602, 603, 606, 608 and 620 are required.

Credits: 1 to 3

On Demand

DEPARTMENT OF ECONOMICS

Associate Professor: G. Rodriguez (Chair)
Assistant Professor: M. Sami
Professors Emeriti: Lombardi, Varma
Adjunct Faculty: 4

M.A. in Economics

The Master of Arts degree in Economics is not offered at this time, but specific courses are offered to meet the needs of other departments and programs, such as the United Nations Graduate Certificate Program, Urban Studies, and the Master's degrees in Social Science and in Public Administration.

Economics Courses

ECO 500 Groundwork Readings in Economics

A study of significant economic works on a tutorial basis in order to overcome any undergraduate deficiencies in the study of economics. Three credits per semester.

Credits: 3

On Demand

ECO 501 Groundwork Readings in Economics

A study of significant economic works on a tutorial basis in order to overcome any undergraduate deficiencies in the study of economics.

Credits: 3

On Demand

ECO 507 Quantitative Methods for the Social Sciences

An introductory course in quantitative techniques commonly encountered in statistics, economics and other social sciences, with emphasis on economic applications of linear algebra and differential calculus.

Credits: 3

Cross-Listings: ECO 507, SOC 507, URB 507

On Occasion

ECO 531 Industrial Organization and Control

This course applies basic microeconomics and game theory to examine the behavior, structure and performance of industries, focusing on the strategic interaction among firms that seek to exploit profit opportunities. The course also examines the role of the government in either promoting competition or regulating imperfectly competitive industries.

Credits: 3

On Occasion

ECO 603 Microeconomic Analysis

This course provides a rigorous examination of the basic forces determining the price and production of goods and services, the allocation of resources, and the distribution of income under different

market structures. The course shows how preferences and technology determine the individual market behavior of consumers and firms as well as the efficiency properties of market outcomes.

Credits: 3

On Occasion

ECO 604 Macroeconomic Analysis

This course studies the factors that determine aggregate income, employment, and price level in the context of standard macroeconomic models, addressing the role of macroeconomic policy in facilitating short-term stabilization and in promoting long-term economic growth.

Credits: 3

On Occasion

ECO 605 History of Economic Thought

This course provides a systematic analysis of the evolution of key economic concepts through an examination of the principal schools of economic thought, with particular attention to the ideas of such outstanding figures as Adam Smith, David Ricardo, Karl Marx, Alfred Marshall and J. M. Keynes. It also examines more recent trends in microeconomic and macroeconomic thinking.

Credits: 3

On Occasion

ECO 611 Inferential Statistics

This course provides an introduction to statistical inference, with special emphasis on concepts that appear in economic applications, such as binomial, normal, Chi-square and F distributions; estimation, hypothesis testing, regression analysis; correlation; and non-linear trends.

The pre-requisite of ECO 507 is required.

Credits: 3

On Occasion

ECO 624 International Economics

This course provides a unified introduction to international trade and finance. It first focuses on the concept of comparative advantages to examines the causes and consequences of trade among nations, and then provides an introduction to open-economy macroeconomics, focusing on capital flows across international financial markets and the effects of exchange rate and monetary policy on those flows.

Credits: 3

Cross-Listings: ECO 624, PM 770

On Occasion

ECO 635 Monetary Economics

This course examines the role of money and other financial assets in a market economy, focusing on the banking system and financial institutions that facilitate their creation, trade, and regulation. After an introduction to individual portfolio choice decisions, the course deals with the macroeconomic role of money in macroeconomic stabilization.

Credits: 3

On Occasion

ECO 636 Public Finance and Fiscal Policy

This course applies basic microeconomics to study the theory and practice of governmental taxation, expenditure and debt within the framework of a modern market economy.

Credits: 3

Cross-Listings: ECO 636, PM 720

On Occasion

ECO 641 Labor Economics

This course provides an introduction to the economic analysis of labor markets, exploring the role of technological progress and international trade patterns as well as human capital, labor unions and employment discrimination in explaining the wage structure.

Credits: 3

On Occasion

ECO 651 Urban Economics

An analysis of economic problems arising in the modern urban areas of the United States.

Discussion centers around the causes of such problems and possible alternative solutions.

Relationships among city and state governments and the federal government receive due consideration.

Credits: 3

Cross-Listings: ECO 651, PM 788, SOC 651, URB 651

On Occasion

ECO 655 Introduction to Econometrics

This course provides an introduction to the application of statistical techniques to economic analysis, focusing on ordinary least squares regression analysis and the generalized versions of this method suitable to address the problems of identification, multi-collinearity, heteroscedasticity, and misspecification that typically occur in economic environments.

Credits: 3

On Occasion

ECO 669 Comparative Economic Systems

This course provides a comparative analysis of a variety of capitalist and non-capitalist systems, emphasizing the US economy and the mixed economies of Western Europe and Japan, the transition of former Communist countries of Eastern Europe to market economies, and the fast growing economy of Communist China. The comparison among economic systems relies on the observation that different ways of organizing economic activity amount to different information transmission protocols and incentives structures, which explains different economic performance.

Credits: 3

Cross-Listings: ECO 669, PM 773

On Occasion

DEPARTMENT OF ENGLISH

Professors Allen, Bennett, Dilworth, Haynes, McGarrity, Matz, Mutnick, Parascandola, Pattison, Schweizer, Swaminathan (Chair), Warsh
 Professors Emeriti Bernard, Braid, Henning, Hullot-Kentor, Hyneman, Kleinberg, Malinowitz, Silverstein, Templeton, Zilversmit
 Associate Professors Bokor, High, Horrigan, Killoran, McCrary
 Associate Professor Emerita Li
 Assistant Professors Antinori, Sohn
 Instructor Hall
 Adjunct Professor Berninger
 Adjunct Associate Professor Hassan
 Adjunct Assistant Professor Matkov

The Department of English offers a wide range of courses to meet the needs of a diverse student body. Beginning in the Writing Program, our courses provide training in textual analysis, interpretive skills and writing proficiency, skills that are crucial to success in graduate studies and beyond — as well as to the exercise of democracy and global citizenship.

The Department of English offers two master’s degree programs: an M.A. in English, and an M.F.A. in Creative Writing. Students seeking the M.A. in English may specialize in literature, professional writing, or writing & rhetoric. Our M.F.A. in Creative Writing program includes courses in poetry, fiction, non-fiction, and playwriting. Both graduate and undergraduate programs feature coursework in cultural criticism, literary analysis, the essay, rhetoric, and professional writing. The rigorous study of literary and cultural texts — from the canon and from traditions historically excluded from academic study — is at the center of our work.

M.A. in English

Concentration in Literature

The 33-credit **M.A. in English with a concentration in literature** is designed for teachers, future doctoral students and those interested in expanding their knowledge of literary traditions. The program is based predominantly on courses in American, British and comparative literatures. Our professors engage in a variety of critical approaches, helping students to develop as careful readers of literature, skillful writers and knowledgeable teachers.

Concentration in Professional Writing

The 33-credit **M.A. in English with a concentration in professional writing** is designed for students interested primarily in writing-related careers associated with business and nonprofit management, science and technology, and new electronic media. The concentration offers students individualized attention and professional guidance through writing workshops and independent studies. The goal of the program is to expand the

student’s knowledge and practice of professional writing genres while providing a solid base in history, theory, research and professional practices.

Concentration in Writing and Rhetoric

The 33-credit **M.A. in English with a concentration in writing and rhetoric** supports the development of non-fiction, academic and workplace writing; helps prepare teachers of writing in secondary and post-secondary education; and can lead to advanced work in rhetoric and related fields. Students receive extensive feedback on their own writing, in-depth instruction in rhetorical theory and research methods and training in the teaching of writing, from diagnostics to evaluation, including a practicum in which they teach composition under the guidance of experienced instructors. The program addresses writing problems – from pedagogical and theoretical perspectives – encountered at all levels of writing from very basic to advanced composition.

Admissions Requirements for M.A. in English

- To be admitted to this program, students must:
- Submit an academic writing sample that reflects your writing and analytic abilities.
 - Submit a letter of intent that describes why you want to pursue an M.A. in English.
 - Submit two letters of recommendation from academic professors.
 - Submit official educational transcripts with a grade-point average of 3.0 or better, preferable at least 6 credits in advanced English courses.
 - Submit a completed application to the Office of Admissions (This package will be reviewed by an English Graduate Admissions Committee).

English M.A. Requirements

[Program Code: 06929]

Core Requirement

All concentrations under the English M.A. plan must complete the following courses.

ENG 707	Methods of Research and Criticism	3.00
ENG 708	Thesis	3.00

Literature Concentration.

Twenty-one (21) credits in English literature are required, chosen from the following.

ENG 546	Restoration and Eighteenth Century Literature	3.00
ENG 569	Jane Austen	3.00
ENG 571	The Eighteenth Century English Novel	3.00
ENG 573	The Nineteenth Century British Novel	3.00

ENG 574	The Twentieth Century and Contemporary British and Irish Novel	3.00
ENG 579	Special Topics Seminar	3.00
ENG 580	Seminar in Contemporary Fiction	3.00
ENG 624	Seminar in American Literature	3.00
ENG 624A	African American Literature	3.00
ENG 624B	Themes in American Drama	3.00
ENG 625	Nineteenth Century American Literature	3.00
ENG 626	Twentieth Century and Contemporary American Literature	3.00
ENG 634	Twentieth Century and Contemporary Drama	3.00
ENG 635	Seminar In Ibsen	3.00
ENG 636	Seminar in Literary Periods and Movements	3.00
ENG 643	Shakespeare	3.00
ENG 649	Seminar in British and Irish Literature	3.00
ENG 650	Seminar in British Literature before 1800	3.00
ENG 655	Early Nineteenth Century English Literature	3.00
ENG 671	Gender Theory and Literature	3.00
ENG 705	Independent Study	3.00
ENG 719	Milton	3.00
ENG 722	Studies in Victorian Literature	3.00
ENG 729	Modern Poetry	3.00
ENG 5791	The Modern Novel	3.00
ENG 5792	Literature & Slavery	3.00

Six (6) additional English credits are required.

Writing & Rhetoric Concentration.

The following course is required.

ENG 620	Theories of Rhetoric and Teaching Writing	3.00
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One of the following courses is required.

ENG 508	General Linguistics	3.00
ENG 509	Sociolinguistics and the Teaching of Writing	3.00

One of the following courses is required.

ENG 646	Individual and Small Group Writing Instruction	3.00
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ENG 700 Practicum in the Teaching of Composition 3.00

Nine (9) credits in literature are required, chosen from the following.

ENG 546 Restoration and Eighteenth Century Literature 3.00

ENG 569 Jane Austen 3.00

ENG 571 The Eighteenth Century English Novel 3.00

ENG 573 The Nineteenth Century British Novel 3.00

ENG 574 The Twentieth Century and Contemporary British and Irish Novel 3.00

ENG 579 Special Topics Seminar 3.00

ENG 580 Seminar in Contemporary Fiction 3.00

ENG 624 Seminar in American Literature 3.00

ENG 624A African American Literature 3.00

ENG 624B Themes in American Drama 3.00

ENG 625 Nineteenth Century American Literature 3.00

ENG 626 Twentieth Century and Contemporary American Literature 3.00

ENG 634 Twentieth Century and Contemporary Drama 3.00

ENG 635 Seminar In Ibsen 3.00

ENG 636 Seminar in Literary Periods and Movements 3.00

ENG 643 Shakespeare 3.00

ENG 649 Seminar in British and Irish Literature 3.00

ENG 650 Seminar in British Literature before 1800 3.00

ENG 655 Early Nineteenth Century English Literature 3.00

ENG 671 Gender Theory and Literature 3.00

ENG 705 Independent Study 3.00

ENG 719 Milton 3.00

ENG 722 Studies in Victorian Literature 3.00

ENG 729 Modern Poetry 3.00

ENG 5791 The Modern Novel 3.00

ENG 5792 Literature & Slavery 3.00

Nine (9) credits of English electives with the following stipulations. At least two from Writing & Rhetoric and no more than one from either Professional Writing or Creative Writing (with permission of instructor). Consult with graduate advisor to select these electives.

ENG 508 General Linguistics 3.00

ENG 509 Sociolinguistics and the Teaching of Writing 3.00

ENG 510 Technical Writing 3.00

ENG 511 Health and Science Writing 3.00

ENG 512 Grant Writing 3.00

ENG 519 Editing 3.00

ENG 520 Nonfiction Writing Workshop 3.00

ENG 521 Creative Writing Workshop 3.00

ENG 522 Academic Writing Workshop 3.00

ENG 523 Fiction Writing Workshop 3.00

ENG 524 Poetry Writing Workshop 3.00

ENG 525 Play Writing Workshop 3.00

ENG 528 Seminar in Creative Writing 3.00

ENG 530 Topics in Writing 3.00

ENG 531 Topics in Rhetoric 3.00

ENG 532 Topics in Theory 3.00

ENG 533 Topics in Composition 3.00

ENG 640 Second Language Writing 3.00

ENG 641 Literacy and Basic Writing 3.00

ENG 642 Computers and Composition 3.00

ENG 646 Individual and Small Group Writing Instruction 3.00

ENG 700 Practicum in the Teaching of Composition 3.00

Professional Writing Concentration
One (1) Professional Writing Field specialty and two (2) Professional Writing electives are required from the following.

ENG 510 Technical Writing 3.00

ENG 511 Health and Science Writing 3.00

ENG 512 Grant Writing 3.00

ENG 519 Editing 3.00

ENG 527 Professional Writing Workshop 3.00

ENG 642 Computers and Composition 3.00

ENG 705 Independent Study 3.00

Three (3) of the following courses are required.

ENG 508 General Linguistics 3.00

ENG 509 Sociolinguistics and the Teaching of Writing 3.00

ENG 510 Technical Writing 3.00

ENG 511 Health and Science Writing 3.00

ENG 512 Grant Writing 3.00

ENG 519 Editing 3.00

ENG 520 Nonfiction Writing Workshop 3.00

ENG 522 Academic Writing Workshop 3.00

ENG 527 Professional Writing Workshop 3.00

ENG 530 Topics in Writing 3.00

ENG 532 Topics in Theory 3.00

ENG 620 Theories of Rhetoric and Teaching Writing 3.00

ENG 640 Second Language Writing 3.00

ENG 641 Literacy and Basic Writing 3.00

ENG 642 Computers and Composition 3.00

ENG 646 Individual and Small Group Writing Instruction 3.00

ENG 700 Practicum in the Teaching of Composition 3.00

ENG 705 Independent Study 3.00

ENG 710 Research and Criticism 3.00

ENG 735 Contemporary American Drama 3.00

ENG 796 Theories of Academic Literacy 3.00

Nine (9) Credits in literature are required, chosen from the following.

ENG 546 Restoration and Eighteenth Century Literature 3.00

ENG 569 Jane Austen 3.00

ENG 571 The Eighteenth Century English Novel 3.00

ENG 573 The Nineteenth Century British Novel 3.00

ENG 574	The Twentieth Century and Contemporary British and Irish Novel	3.00
ENG 579	Special Topics Seminar	3.00
ENG 580	Seminar in Contemporary Fiction	3.00
ENG 624	Seminar in American Literature	3.00
ENG 624A	African American Literature	3.00
ENG 624B	Themes in American Drama	3.00
ENG 625	Nineteenth Century American Literature	3.00
ENG 626	Twentieth Century and Contemporary American Literature	3.00
ENG 634	Twentieth Century and Contemporary Drama	3.00
ENG 635	Seminar In Ibsen	3.00
ENG 636	Seminar in Literary Periods and Movements	3.00
ENG 643	Shakespeare	3.00
ENG 649	Seminar in British and Irish Literature	3.00
ENG 650	Seminar in British Literature before 1800	3.00
ENG 655	Early Nineteenth Century English Literature	3.00
ENG 671	Gender Theory and Literature	3.00
ENG 705	Independent Study	3.00
ENG 719	Milton	3.00
ENG 722	Studies in Victorian Literature	3.00
ENG 729	Modern Poetry	3.00
ENG 5791	The Modern Novel	3.00
ENG 5792	Literature & Slavery	3.00

Credit and GPA Requirements

Minimum Credits: 33
 Minimum Major GPA: 3.0

M.F.A. in Creative Writing

An M.F.A. in Creative Writing is a terminal degree program designed to help meet the needs of students as they seek to become published writers and teachers. This program offers a solid foundation and practice through courses in literature, writing workshops and writing process and technique courses designed for the aspiring writer. In this vigorous and innovative program, students will have opportunities to work with a

host of visiting writers and poets, as well as to participate in the vibrant writing and performing arts communities of both Brooklyn and Manhattan.

In the **39-credit M.F.A. in Creative Writing**, the focal point of the curriculum is the writing workshop. Students have opportunities to work in poetry, fiction, playwriting, creative non-fiction and on cross-genre projects. They explore a wide range of literary styles, from traditional narratives to the experimental, contemplative and avant-garde. In literature and theory classes, students look closely at the links between contemporary writing and literary traditions, writing and theory, and between writing, reading, music, and the visual arts. Students are encouraged to take artistic risks while moving in the context of multiple traditions. A small intimate program setting allows for easy access to, and strong mentoring by faculty members who are deeply committed to their students.

Admission Requirements for M.F.A. in Creative Writing

- To be admitted to this program, students must:
- Submit a creative writing sample that reflects the genre/s of your specialties.
 - Submit a letter of intent that describes why you want to pursue an M.F.A.
 - Submit two letters of recommendation from academic/creative writing professors.
 - Submit Official educational transcripts with a GPA of 3.0 or better, with at least 6 credits in advanced English courses (literature or creative writing).
 - Submit a completed application to the Office of Admissions. (This package will be reviewed by an English Graduate Admissions Committee.)

M.F.A., Creative Writing

[Program Code: 31360]

Creative Writing Master of Fine Arts

The following courses are required (12 credits):

ENG 502	Writers on Writing	3.00
ENG 503	Theory of Writing	3.00
ENG 504	Traditions & Lineages	3.00
ENG 708	Thesis	3.00

Twelve (12) credits required from creative writing workshops:

Each student must take five workshops from the following list. Most workshops may be taken more than once but no more than 9 credits can be earned in the same course:

ENG 520	Nonfiction Writing Workshop (may be taken only once)	3.00
ENG 523	Fiction Writing Workshop (may be taken three times)	3.00

ENG 524	Poetry Writing Workshop (may be taken three times)	3.00
ENG 525	Playwriting Workshop (may be taken three times)	3.00
ENG 526	Writing for Media I: The Story (may be taken only once)	3.00
ENG 528	Seminar in Creative Writing (may be taken three times)	3.00
ENG 529	Topics in Creative Writing	1.00

Nine (9) credits required from literature electives:

ENG 546	Restoration and Eighteenth Century Literature	3.00
ENG 569	Jane Austen	3.00
ENG 571	The Eighteenth Century English Novel	3.00
ENG 573	The Nineteenth Century English Novel	3.00
ENG 574	The Twentieth Century English Novel	3.00
ENG 579	Seminar in Special Studies	3.00
ENG 580	Seminar in Twentieth Century Literature	3.00
ENG 624	Seminar in American Literature	3.00
ENG 624A	African American Literature	3.00
ENG 624B	Themes in American Drama	3.00
ENG 625	Nineteenth Century American Literature	3.00
ENG 626	Twentieth Century American Literature	3.00
ENG 631	Modern Poetry	3.00
ENG 634	Twentieth Century Drama	3.00
ENG 635	Seminar In Ibsen	3.00
ENG 636	Seminar in Literary Periods and Movements	3.00
ENG 643	Seminar in Shakespeare	3.00
ENG 649	Seminar in British Literature	3.00
ENG 650	Seminar in Medieval Literature	3.00

ENG	651	16th and 17th Century English Literature	3.00
ENG	654	Milton	3.00
ENG	655	Early Nineteenth Century English Literature	3.00
ENG	656	Studies in Victorian Literature	3.00
ENG	670	The Critical Tradition	3.00
ENG	671	Gender Theory and Literature	3.00
ENG	5791	The Modern Novel	3.00
ENG	5792	Literature & Slavery	3.00

**One English Elective with Research Component
(3 credits)**

This course should be chosen in consultation with
Graduate Advisor and MFA Director.

Credit and GPA Requirements

Minimum Credits: 36

Minimum Major GPA: 3.0

English Department Courses

ENG 502 Writers on Writing

Students will attend a weekly series of readings, lectures and discussions by visiting writers. With a faculty member, students will read and analyze the works of a range of prominent and emerging writers and then interact with the writers themselves in the classroom.

Student must be part of the Creative Writing program in order to register for this course.

Credits: 3

Every Spring

ENG 503 Theory of Writing

This seminar concentrates on the major twentieth century theorists of poetry and fiction, many of whom were great creative writers themselves. The course makes the connection between literary theory and the work of the creative writer. Among the works under discussion are the theoretical works of Maurice Blanchot, Walter Benjamin, Julia Kristeva, Lyn Hejinian, Charles Olson, E. M. Forster, M. M. Bakhtin, Wayne Booth, and Gertrude Stein. The emphasis will be on a close reading of these texts in order to understand the place of theory in students' own creative writing. *Student must be part of the Creative Writing program in order to register for this course.*

Credits: 3

Rotating Basis

ENG 504 Traditions and Lineages

This seminar concentrates on the major literary movements of the twentieth century, including Imagism, Objectivism, The Harlem Renaissance, Surrealism, The Beat Generation, and The New York School. Among the writers under discussion are Gertrude Stein, Ezra Pound, Laura Riding, Lorine Neudecker, Langston Hughes, Andre Breton, Allen Ginsberg, and Frank O'Hara. The emphasis will be on a close reading of these writers in order to understand the traditions behind our own work. *Student must be part of the Creative Writing program in order to register for this course.*

Credits: 3

Rotating Basis

ENG 508 General Linguistics

An introduction to the basic discipline of linguistics, phonology, history of the English language, semantics and syntax, including traditional and generative-transformational grammar.

Student must be matriculated in the English MA program or the English MFA program in order to register for this course.

Credits: 3

On Occasion

ENG 509 Sociolinguistics and the Teaching of Writing

The course explores how language and society intersect to construct and, in many ways, control

both individual and group identity. The relationship between language and society has relevance to the teaching of writing in that both teachers and students possess socially constructed knowledge of language that undergirds their understanding of writing competence. The course explores how sociolinguistic constructions such as class, race, gender, academic discourse, and education might impact upon writing performance. The course analyzes sociolinguistic theory and practice, including the works of L.S. Vygotsky, Victor Villanueva, Geneva Smitherman, and Susanne Romaine.

Student must be matriculated in the English MA program or the English MFA program in order to register for this course.

Credits: 3

On Occasion

ENG 510 Technical Writing

This course introduces students to the theory and practice of producing and managing documents that are used in industry and other organizational settings. Assignments include analytical writing, editing, designing, and testing of texts. Attention will be given to style manuals, users' manuals, research-writing, and publication (as needed). *Student must be matriculated in the English MA program or the English MFA program in order to register for this course.*

Credits: 3

On Occasion

ENG 511 Health and Science Writing

This course guides students in analyzing genres and discourses that communicate health and science information; then researching, writing, and designing their own documents; and finally reviewing and testing their documents with their peers and non-specialist readers. The course is open both to health and science specialists and to writing specialists with little health or science background. *Student must be matriculated in the English MA program or the English MFA program in order to register for this course.*

Credits: 3

On Occasion

ENG 512 Grant Writing

This course guides students through the process of developing a complete grant proposal. Though oriented primarily to grant proposals for social and cultural agencies, educational organizations, and other nonprofits, the course explores rhetorical principles and strategies that can also be applied to research proposals and business proposals. *Student must be matriculated in the English MA program or the English MFA program in order to register for this course.*

Credits: 3

On Occasion

ENG 519 Editing

This course prepares students in the research, principles, and practices of editing essential to the

process of publishing. Students gain knowledge of the principles underpinning different levels of professional editing and develop their own expertise through extensive practice.

Student must be matriculated in the English MA program or the English MFA program in order to register for this course.

Credits: 3

On Occasion

ENG 520 Nonfiction Writing Workshop

An intensive workshop devoted to writing literary nonfiction. Class time will be spent critiquing each other's writing and discussing traditional and experimental forms. Students in the Professional Writing concentration may take this class three times.

Student must be matriculated in the English MA program or the English MFA program in order to register for this course.

Credits: 3

Annually

ENG 522 Academic Writing Workshop

An intensive advanced writing workshop for graduate students across the disciplines who wish to polish their academic writing skills. Students write critical essays in response to professional readings. *Student must be matriculated in the English MA program or the English MFA program in order to register for this course.*

Credits: 3

On Occasion

ENG 523 Fiction Writing Workshop

An intensive workshop devoted to writing works of fiction. Class time will be spent critiquing each other's writings and discussing traditional and experimental forms. Students in the Creative Writing MFA program may take this class more than once. Prerequisite: Permission of the instructor.

Student must be part of the Creative Writing program in order to register for this course.

Credits: 3

Every Semester

ENG 524 Poetry Writing Workshop

An intensive workshop devoted to writing works of poetry. Class time will be spent critiquing each other's writing and discussing traditional and experimental forms. Students in the MFA program may take this class more than once. Prerequisite: Permission of the instructor.

Student must be part of the Creative Writing program in order to register for this course.

Credits: 3

Every Semester

ENG 525 Play Writing Workshop

An intensive workshop devoted to writing plays. Class time will be spent critiquing each other's writing and discussing traditional and experimental forms. Students in the Creative Writing MFA Program may take this class more than once.

Prerequisite: Permission of the instructor.

The pre-requisite or co-requisite of MA 550 is required.

Credits: 3

Cross-Listings: ENG 525, MA 552

On Occasion

ENG 526 Writing for Media I: The Story

An introduction to the principles of screenwriting. Students explore dramatic structure, character development, dialogue, and plot through analysis of television and film narratives. They complete a story treatment and short screenplay or teleplay as their final project.

The pre-requisite or co-requisite of MA 500 or MA 800 is required.

Credits: 3

Cross-Listings: ENG 526, MA 550

On Occasion

ENG 527 Professional Writing Workshop

An introduction to the theory, research, and practice of professional writing. Topics may include writing in such professions as medicine and law, writing for non-profit and cultural institutions, writing in digital media, scientific and technical writing, business writing, and grant writing. Students will both analyze and write professional writing documents and receive detailed feedback on their writing in intensive workshops. Students in the Professional Writing track may take this class more than once.

Student must be matriculated in the English MA program or the English MFA program in order to register for this course.

Credits: 3

Annually

ENG 528 Seminar in Creative Writing

An intensive workshop devoted to different strategies for writing imaginative texts, especially those that cross genres. Examples of special topics are: Collage: Image and Text, Science Fiction Writing, and The Prose Poem. Students in the Creative Writing program may take this class more than once.

Student must be part of the Creative Writing program in order to register for this course.

Credits: 3

On Occasion

ENG 529 Topics in Creative Writing

This workshop will be taught by a visiting writer. Students in the Creative Writing MFA program may take this class more than once.

Student must be part of the Creative Writing program in order to register for this course.

Credits: 3

Every Fall

ENG 530 Topics in Writing

A seminar on historical, theoretical, and practical aspects of writing. Topics may include community-based writing, writing for non-profits, social networking, and representations of writing in

popular culture.

Student must be matriculated in the English MA program or the English MFA program in order to register for this course.

Credits: 3

On Occasion

ENG 531 Topics in Rhetoric

An intensive study of rhetoric. Topics may include the history of rhetoric, non-western rhetorics, feminist rhetoric, uses of propaganda, and the rhetoric of war.

Student must be matriculated in the English MA program or the English MFA program in order to register for this course.

Credits: 3

On Occasion

ENG 532 Topics in Theory

Topics in this seminar may include poststructuralism, genre, postcolonialism, gender and queer theory, feminism, and cultural studies. *Student must be matriculated in the English MA program or the English MFA program in order to register for this course.*

Credits: 3

On Occasion

ENG 533 Topics in Composition

A study of theories and issues that inform the discipline commonly known as Rhetoric and Composition. Topics may include theories of composing, theories of reading, narrative theory, writing across the curriculum, and writing program administration.

Student must be matriculated in the English MA program or the English MFA program in order to register for this course.

Credits: 3

On Occasion

ENG 573 The Nineteenth Century British Novel

Major authors read in this course may include Dickens, the Brontës, Eliot, Hardy, and Thackeray. The course will be organized around special thematic topics such as the Gothic novel, women novelists, or the novel of empire.

Student must be matriculated in the English MA program or the English MFA program in order to register for this course.

Credits: 3

On Occasion

ENG 574 The Twentieth Century and Contemporary British and Irish Novel

Studying the fiction of novelists such as Virginia Woolf, James Joyce, Rebecca West, E.M. Forster, D.H. Lawrence, Iris Murdoch, Ian McEwan, and Zadie Smith, this course will suggest the sweep of British and Irish fiction while investigating more specific topics such as modernist and postmodernist aesthetics, politics, empire and postcolonialism, and gender relations.

Student must be matriculated in the English MA program or the English MFA program in order to

register for this course.

Credits: 3

On Occasion

ENG 579 Special Topics Seminar

Topics for this intensive seminar have included Queer Fiction, Debating Slavery in the 18th Century, The Literature of Disbelief, Narratives of Palestine, Virginia Woolf and Modernism, The Slave Narrative & Neo-Slave Narrative Fiction, Edgar Allan Poe, Toni Morrison, Contemporary Poetry, and The Essay and the Public Intellectual. *Student must be matriculated in the English MA program or the English MFA program in order to register for this course.*

Credits: 3

On Occasion

ENG 580 Seminar in Contemporary Fiction

A seminar on aspects of contemporary world literature. Possible topics include African and Caribbean literatures, a study of genres such as fantasy, dystopia, or novels of ideas across different cultures, the emergence of postcolonial, minority, and diaspora literatures, and the interrelationships of popular culture, film, and literature.

Student must be matriculated in the English MA program or the English MFA program in order to register for this course.

Credits: 3

On Occasion

ENG 620 Theories of Rhetoric and Teaching Writing

An introduction to classical and contemporary rhetorical theories relevant to the teaching of writing. Students read selectively in ancient Greek and Roman rhetoric and trace these foundational rhetorical trends through the 18th and 19th centuries. We then examine and critique key contemporary theories of writing and rhetoric, including trends in current-traditional and expressionist pedagogies, as well as cognitivist, social constructivist, and reader response theories. *Student must be matriculated in the English MA program or the English MFA program in order to register for this course.*

Credits: 3

Alternate Years

ENG 624 Seminar in American Literature

An intensive study of special areas of interest. Topics have included American Detective Fiction; American Autobiography; Walt Whitman and Emily Dickinson; African American Literature and Theory; West Indian Immigrants in the Harlem Renaissance; The American Short Story; Romancing the Frontier; The Body in American Literature; and Melancholia and American Literature.

Student must be matriculated in the English MA program or the English MFA program in order to register for this course.

Credits: 3

On Occasion

ENG 624A African American Literature

This course covers African American Literature from the eighteenth century to the present. The course will provide general information about the major writers and texts that have contributed to African American Letters. In addition to literary texts, assignments include criticism from noted scholars such as Houston Baker, Henry Louis Gates Jr., Hortense Spillers, Deborah McDowell, Mae Gwendolyn Henderson, and others. Fiction writers to be studied are Douglass, Hughes, Hurston, Wright, Brooks, Ellison, Walker, Morrison and more. The aim is to provide not only a sense of the African-American literary tradition but also where it stands in relation to Western humanities.

Student must be matriculated in the English MA program or the English MFA program in order to register for this course.

Credits: 3

On Occasion

ENG 625 Nineteenth Century American Literature

A study of the making of an American literature with diverse voices. Narratives, poetry, journals, essays, autobiographies, and folktales are considered. Authors include Poe, Hawthorne, James, Melville, Emerson, Whitman, Douglass, Twain, Crane, Dickinson, Chesnut, Wharton, and Dreiser.

Student must be matriculated in the English MA program or the English MFA program in order to register for this course.

Credits: 3

On Occasion

ENG 626 Twentieth Century and Contemporary American Literature

The sweep of American literature over the last century, surveying major writers and literary movements.

Student must be matriculated in the English MA program or the English MFA program in order to register for this course.

Credits: 3

On Occasion

ENG 631 Seminar in British and American Poetry

A focused study of the genre. Topics may include The History of the British Lyric, The Exile Lyric, The Love Song, Poetry as Narrative, Medieval and Early Modern Lyric, or Transatlantic Modernism.

Student must be matriculated in the English MA program or the English MFA program in order to register for this course.

Credits: 3

On Occasion

ENG 634 Twentieth Century and Contemporary Drama

A study of selected masters of modern theater from Ibsen to Lynn Nottage.

Student must be matriculated in the English MA

program or the English MFA program in order to register for this course.

Credits: 3

On Occasion

ENG 636 Seminar in Literary Periods and Movements

Topics for this seminar have included Fiction of the Harlem Renaissance; Postcolonial Literature and the Atlantic World; The Radical Decade: British Literature in the 1930s; and Dreamtigers & Beyond: Contemporary Latin American Writers Who Shook The World.

Student must be matriculated in the English MA program or the English MFA program in order to register for this course.

Credits: 3

On Occasion

ENG 640 Second Language Writing

This course aims to prepare graduate students to teach non-native speakers of English. Students will become knowledgeable in English syntax, rhetorical traditions of native and target languages, discipline-specific writing conventions, and issues involved in socialization.

Student must be matriculated in the English MA program or the English MFA program in order to register for this course.

Credits: 3

On Occasion

ENG 641 Literacy and Basic Writing

The course helps students to identify and understand different literacies both inside and outside the academy and connect those literacies to the teaching of basic writing. The course examines public and private literacies, paying particular attention to the social construction of literacy and its ideological underpinnings such as standard English linguistic supremacy, out-of-school literacy, digital literacy, and visual literacy. In addition to examining literacies in relation to basic writing and reading major academic theorists in the field, students will explore their own literacies, public and private, to understand how those literacies inform their beliefs and attitudes about teaching basic writers.

Student must be matriculated in the English MA program or the English MFA program in order to register for this course.

Credits: 3

On Occasion

ENG 642 Computers and Composition

A study of the theories, research, and practices of new kinds of digital compositions and related social and pedagogical issues. Examines the impact of digital technology on writing and engages students in regular practice of multimodal forms composing.

Student must be matriculated in the English MA program or the English MFA program in order to register for this course.

Credits: 3

On Occasion

ENG 643 Shakespeare

Intensive reading of plays and poems by William Shakespeare, with emphasis on various genres, contexts, and critical approaches.

Student must be matriculated in the English MA program or the English MFA program in order to register for this course.

Credits: 3

On Occasion

ENG 646 Individual and Small Group Writing Instruction

A practicum in which students study the pedagogies and theories relevant to conferencing with students in individual and small group settings. Students learn how to apply collaborative learning strategies to a variety of tutoring scenarios and examine best practices in working with students across the disciplines to build their reading and writing proficiency over time.

Student must be matriculated in the English MA program or the English MFA program in order to register for this course.

Credits: 3

Every Fall

ENG 649 Seminar in British and Irish Literature

An intensive study of special areas of interest.

Examples of special topics are: The Figure of the Romantic Poet; Africa in British Eyes; British Women Novelists; Sex, Laughter, and Witty Repartee; The British Comedy from Shakespeare to Wilde; Gothic Horror in 19th Century British Fiction and Film; The Mythology of Ireland; and From Trauma to Art: Global Wars and the British Literary Imagination, 1918-1945.

Student must be matriculated in the English MA program or the English MFA program in order to register for this course.

Credits: 3

On Occasion

ENG 650 Seminar in British Literature before 1800

Topics may include Disease and Literature in the Middle Ages and Renaissance; the Arthurian tradition; Gender and Sexuality in Medieval Literature; The Figure of the Outsider in Renaissance Drama; The Poetry of Seduction; Satire; Nationalism, Empire, and Revolution in the Long Eighteenth Century; and The Eighteenth Century Novel

Student must be matriculated in the English MA program or the English MFA program in order to register for this course.

Credits: 3

On Occasion

ENG 700 Practicum in the Teaching of Composition

The course prepares students to teach composition by examining theoretical and (above all) practical dimensions of the teaching of writing. Topics include constructing course syllabi, integrating

reading and writing assignments, promoting process writing, responding to student papers, using multimodal instruction, considering the linguistic needs and abilities of a multicultural student population, and managing student behavior in the classroom.

Student must be matriculated in the English MA program or the English MFA program in order to register for this course.

Credits: 3

Every Spring

ENG 705 Independent Study

A tutorial seminar designed for advanced individual research or writing projects. Hours to be arranged.

Prerequisite: Twelve graduate credits in English and permission of Department Chair.

Credits: 3

On Demand

ENG 707 Methods of Research and Criticism

A study of research techniques and critical approaches to literature. The writing of a literary critical essay is included. Required of students in all English MA concentrations. Must be taken in the first year of graduate enrollment.

Student must be matriculated in the English MA program or the English MFA program in order to register for this course.

Credits: 3

On Occasion

ENG 708 Thesis

The capstone project for the various MA/MFA concentrations may take the form of a critical research essay, a field project and documented report, or a portfolio of creative work with an analytical coda. Students work with thesis advisers. Prerequisites: At least 21 credits in graduate English courses completed with a 3.0 GPA and permission of the thesis director and the graduate adviser. Concentrators in Professional Writing, Writing and Rhetoric. Candidates for the MFA must have completed at least 12 of their credits in writing.

Student must be matriculated in the English MA program or the English MFA program in order to register for this course.

Credits: 3

On Demand

DEPARTMENT OF HISTORY

Professors Dorinson, Warmund (Chair), Wilson, Xia
 Professors Emeriti Gabel, Lane, Necheles-Jansyn
 Associate Professors Jones, Horstmann Gatti, Agrait
 Associate Professor Emeritus Reilly
 Adjunct Faculty: 6

Students interested in history who want a multidisciplinary program that views society through the integrated perspective of several social sciences may take a Master of Science in Social Science with a concentration in history.

History Courses

HIS 500 Germany 1870-1945, from Unification to Disintegration

A course that traces the story of Germany's unification, rapid rise to European prominence, and eventual transformation into the Nazi state. It introduces various interpretations of the course of German history and examines a variety of interrelated questions that might be reduced to one: Why Germany? Why did an apparently modern and civilized society accept barbarism on such an unprecedented scale?

Credits: 3
Rotating Basis

HIS 501 Slavery and Freedom: A Comparative Perspective

This course involves the examination and comparison of the development of slave systems in the New World. Emphasis will be on the different definitions of freedom that developed within the various slave societies. Major points of comparison will center on the plantation systems of Brazil, Cuba, and the United States.

Credits: 3
On Occasion

HIS 502 The History of African American Women in the United States

This course examines the complex and varied experiences of African American women in the United States from slavery to the present. In the process of exploring the historical perspective of African American women's lives, students will draw upon other disciplines such as literature, sociology, media arts and political science in a thematic coverage of the myths and realities of "black womanhood."

Credits: 3
On Occasion

HIS 504 The Development of the American Metropolis

A study of the development of the American metropolis from the period of settlement to modern times. Special emphasis is placed on the relationship of physical development to the various

factors that affect urban growth and change. (Same as Urban Studies 504).

HIS 524 The Civil War and Reconstruction (1850-1877)

An examination of the social, political and economic aspects of the Civil War and Reconstruction. Topics covered include the causes of the conflict; the impact of the war on the North and the South; issues of gender, slavery, and racism; the evolution of a free labor system; and the long-term effects of Reconstruction. (Formerly History 620)

Credits: 3
On Occasion

HIS 535 The Holocaust

This course will rely on a variety of perspectives, psychological, theological, philosophical, ethical as well as historical, to assist students in the search for the Who, What, When and possibly the Why of the Holocaust. They will also be introduced to varying and sometimes conflicting interpretations of the subject in order to underscore the complexities and dilemmas raised by the mass destruction of Europe's Jewish communities.

Credits: 3
On Occasion

HIS 565 Latin America in World History

An introduction to the graduate study of Latin American history from the pre-colonial period to the present as seen through the lens of world history. Students read a selection of texts examining such topics as indigenous culture, slavery, colonialism, imperialism, nationalism and revolution set in the context of the wider currents of history.

Credits: 3
On Occasion

HIS 583 The History of the City of New York

A chronological and topical review of the political and social development of New York City from Dutch settlement to the present. Emphasis is placed on the development of the city as a great financial, intellectual and cultural center.

Credits: 3
Cross-Listings: HIS 583, URB 583
On Occasion

HIS 622 The Era of the American Revolution

A study of the development of the controversy with England after 1763, the Revolutionary War, and the period of the Confederation through the adoption of the Constitution.

Credits: 3
On Occasion

HIS 632 The World Since 1945

A survey of political and economic trends, including the collapse of European hegemony, the emergence of the Third World, the Cold War in Europe and in Asia, the breakup of the Soviet Empire, the resurgence of nationalism, and the

growing economic importance of Asia.

Credits: 3
Rotating Basis

HIS 699 Independent Study and Research

Credit and hours arranged with approval and permission of the Department.

Credits: 3
On Demand

DEPARTMENT OF MATHEMATICS

Professors: Myers, Park, Zuckerberg
Professors Emeriti: Posmentier, Stanley,
Zuckerman

Associate Professors: Allan, Bednarchak (Chair),
Su

Associate Professors Emeriti: Farber, Tucker

Assistant Professor: Adjunct Faculty: 21

Courses in mathematics are offered for students who need them to meet the requirements for degrees in the sciences or pharmacy, or for the M.S.Ed. in Secondary Education.

Mathematics Courses

MTH 505 Introduction to Biostatistics

This course is designed for graduate students in the biological or health related sciences with the objective of enabling them to understand and apply the theories underlying the techniques of point and interval estimation, hypothesis testing, regression analysis and the design of experiments. In the main, the course will focus on the analysis of biostatistical, pharmaceutical and clinical trial data and will be motivated by solving problems in many diverse areas of applications in the biological and pharmaceutical realm. Two hours of lecture per week. Pre-requisite: MTH 30.

Credits: 3

Cross-Listings: BIO 505, MTH 505

Every Spring

MTH 515 History of Mathematics

The development of mathematical concepts and methods from ancient times to the present, including bases for number systems, Euclidean and non-Euclidean geometry, and the origins of algebra and calculus.

Credits: 3

On Occasion

MTH 550 Numerical Analysis I

Nonlinear equations, matrices, linear and nonlinear systems of equations, polynomial interpolation and approximation.

Credits: 3

On Occasion

MTH 610 Differential Equations I

Students will be instructed on initial-value problems, including existence and uniqueness of solutions and their dependence on initial data; linear systems; boundary value problems; qualitative theory.

Credits: 3

Every Fall and Spring

MTH 611 Differential Equations II

Systems of differential equations, Fourier Series and Fourier transforms, selected topics from partial differential equations including heat equations and

wave equations. Prerequisite: MAT 610 or equivalent.

Credits: 3

On Occasion

MTH 620 Theory of Functions of a Real Variable I

Topologies on the real line, measurable functions, limit theorems, Riemann and Lebesgue integrals, metric spaces, measure spaces, normed linear spaces. Prerequisite: Advanced Calculus.

Credits: 3

On Occasion

MTH 621 Theory of Functions of a Real Variable II

Topologies on the real line, measurable functions, limit theorems, Riemann and Lebesgue integrals, metric spaces, measure spaces, normed linear spaces. Prerequisite: Advanced Calculus.

Credits: 3

On Occasion

MTH 625 Theory of Functions of a Complex Variable I

Preliminary geometrical and topological concepts; elementary, analytic and meromorphic functions; Cauchy theory; residues; Taylor and Laurent series; infinite products; entire and harmonic functions; conformal mapping; analytic continuation periodic and algebraic functions; Riemann surfaces.

Prerequisite: Advanced Calculus.

Credits: 3

On Occasion

MTH 626 Theory of Functions of a Complex Variable II

Preliminary geometrical and topological concepts; elementary, analytic and meromorphic functions; Cauchy theory; residues; Taylor and Laurent series; infinite products; entire and harmonic functions; conformal mapping; analytic continuation periodic and algebraic functions; Riemann surfaces.

Prerequisite: Advanced Calculus.

Credits: 3

On Occasion

MTH 630 Linear Algebra

Vector spaces, linear dependence and independence, linear operators, matrices, similarity, congruence, inner product spaces, orthogonality, adjoints, Hermitian and normal operators, eigenvalues and eigenvectors, the characteristic and minimal polynomials, Jordan Canonical form.

Prerequisite: One year of calculus.

Credits: 3

On Occasion

MTH 635 Abstract Algebra I

Basic theory of groups, rings, fields. Special topics from Galois theory, group representation, field extensions, rings, modules, Lie algebras.

Prerequisite: Advanced Calculus.

Credits: 3

On Occasion

MTH 636 Abstract Algebra II

Basic theory of groups, rings, fields. Special topics from Galois theory, group representation, field extensions, rings, modules, Lie algebras.

Prerequisite: Advanced Calculus.

Credits: 3

On Occasion

MTH 650 Numerical Analysis II

Numerical differentiation and integration, summation, least squares, numerical solutions of differential equations, boundary value problems.

Prerequisite: One year of calculus.

Credits: 3

On Occasion

MTH 670 Topology

Topological spaces and functions. Compactness, connectedness, separation axioms, extension theorems, metrization theorems. Introduction to homotopy and homology theory. Prerequisite: Advanced calculus.

Credits: 3

On Occasion

DEPARTMENT OF MEDIA ARTS

University Professor Steinberg
 Professors Fishelson, Lauth, Moghaddam
 Associate Professors Banks (Chair), Goodman
 (M.A./M.F.A. Program Coordinator), Nappi,
 Rabkin
 Assistant Professor Beasley
 Adjunct Faculty: 10

Media Arts is a powerful and influential field that can be defined as the art and science of artistic expression through media such as film, television, radio, video art, the Web, computer graphics, computer art, animation, video games, music production, sound design, photography, interactive media, screenwriting, media management, media-based performance and installation. Students trained in the above disciplines are employed in the entertainment, advertising, publishing and communications industries globally, in production and executive levels.

M.A. in Media Arts

The 36 credit Master of Arts in Media Arts is a unique, integrated program whose curriculum combines courses in both production and theory in a 50/50 credit split. It is designed for students, communication professionals and artists who wish to explore the crucial relationship between theoretical concepts and practical application in a convergent 21st century media environment. The culmination of the Program is an Integrated Thesis Project that comprises both a thesis paper and a media production.

DISTRIBUTION:

MA	500	Media Aesthetics (required)	3.00
MA	501	Media Theory (required)	3.00
MA	553	Media Methods (required)	3.00

Area of Concentration/Production courses: 15 credits

Theory Elective courses: 6 credits

Integrated Thesis Project: 6 credits

CONCENTRATIONS:

1. Screenwriting: Film and Television
2. Photography: Traditional, Digital, Experimental
3. Film & Television: Directing, Cinematography, Editing
4. Digital Audio: Sound Design, Music Production
5. Computer Graphics Imaging: Animation, Interactive and Print

6. Media Management: Producing, Financing, Marketing

M.A. Media Arts

[Program Code: 21759]

A minimum of 36 credits are required

Must complete the following three (3) courses for nine (9) credits.

MA	500	Media Aesthetics	3.00
MA	501	Media Theory	3.00
MA	553	Media Methods	3.00

Must complete two theory courses for six (6) credits

Must complete five production courses in Area of Concentration for fifteen (15) credits

Must complete the following two (2) thesis courses for six (6) credits

MA	707	Integrated Thesis Project (Theory)	3.00
MA	708	Integrated Thesis Project (Production)	3.00

Credit and GPA Requirements

Minimum Credits: 36

Minimum Major GPA: 3.0

M.F.A. in Media Arts

This 60 credit Master of Fine Arts degree offers students hands-on experience with the latest technologies for content creation across multiple disciplines, in five concentrations:

1. Film/Video / Screenplay
2. Computer Graphics / Animation / Interactive Media
3. Digital Audio / Sound Design/Music Production
4. Photography
5. Media Management

As a terminal degree, this M.F.A. can lead to careers in the highest levels of production and management in media, in addition to college level teaching.

M.F.A. in Media Arts

[Program Code: 33674]

60 credits required

DISTRIBUTION:

MA	800	Applied Contemporary Media Theory Foundation course (required)	3.00
MA	711	Exhibiting Media Arts Capstone course (required)	3.00

Production Courses in Area of Concentration: 24.00

Professional Development course: 3.00

(MA 705 Internship, or MA 553 Media Methods or MA 897, 898, 899 Studio Specialization)

MA	508	Production Skills Workshops A - G, (1 x credit each)	3.00
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Electives (Theory or Production): 12.00

MFA Seminars 801, 802, 803: (1 x credit each): 3.00

MFA Thesis MA 897, 898, 899: 9.00

Credit and GPA Requirements

Minimum Credits: 60

Minimum Major GPA: 3.0

M.F.A. in Writing and Producing for Television

The M.F.A. in Writing and Producing for Television is a writing intensive program that uses a unique teaching and learning approach that mimics the real world of contemporary television. In particular, the notion of work done in collaboration as a cohort is the hallmark of this program since television demands that its writers work as a unit. The M.F.A. in Writing and Producing for Television is a full-time program. Classes are held during the day, and therefore, students must be able to commit to studying on a full-time basis. Students must also be able to work collaboratively in an environment that requires the exchange of ideas and the highest level of professional courtesy. Most classes are held at Steiner Studios, located at the Brooklyn Navy Yard.

Admissions Requirements

The M.F.A. in Writing and Producing for Television is a highly competitive program, which seeks to recruit 20-25 students each year, who exhibit the ability to express themselves clearly and creatively in the written form. Applicants need not have a background in writing for TV or film. However, they will be required to submit, as part of the admissions process (see below), writing samples that demonstrate the potential required to write for the television medium.

To be admitted to this program you must submit:

- An application for admission
- An original dramatic or comedic script written for film, TV or theater, or a sample of creative writing that reflects your story-telling ability.
- Two written recommendations: one professional and one academic. Include contact information.
- An up-to-date bio or CV
In addition, applicants must:
- Have earned an undergraduate degree at an accredited college or university
- Complete a personal interview, which will be scheduled once the writing samples have been reviewed
Continued enrollment in this program is contingent upon:
- Regularly attending classes (no more than three missed classes will be allowed).
- Submitting projects and writing assignments by

the predetermined deadlines.

M.F.A., Writing and Producing for Television

[Program Code: 32846]

The M.F.A. in Writing and Producing for Television is a full-time, 48-credit program, running two years; consisting of the following courses.

Semester One

WPT	610	Writing and Development - The Television Series	6.00
WPT	611	The History Of Television	3.00
WPT	612	The Writer's Table (Winter Intensive)	3.00

Semester Two

WPT	620	Television Series & Programs - Writing And Pre-Production	6.00
WPT	622	New Media: An Introduction	3.00
WPT	698	Individual Episode Writing	3.00
WPT	699	Internship	0.00

Semester Three

WPT	630	Television Series & Programs - Writing and Production	6.00
WPT	631	Single Camera Film-Style Video Production	3.00
WPT	632	Location Production (Winter Intensive)	3.00

Semester Four

WPT	642	Post Production	3.00
WPT	643	Intellectual Property And Cutting The Deal	3.00
WPT	621	Genre Theory and Writing the Pilot	3.00
WPT	700	Capstone Course	3.00

Credit and GPA Requirements

Minimum Credits: 48

Minimum GPA: 3.0

Media Arts Courses

MA 500 Media Aesthetics

This required foundation course is an exploration of the problems and issues related to theories of applied media aesthetics - from cave paintings to virtual reality. Through workshop screenings and readings, students analyze the language and meaning of visual culture and develop their own interpretations based upon it.

Credits: 3

Every Fall

MA 501 Media Theory

A required foundation course that acquaints the student with the multitude of theories that together constitute Contemporary Media Theory. The course is a bridge between the multiple disciplines that have been used to examine the media, including psychology, linguistics, history and sociology and the aesthetic considerations of film, television and popular recording. Topics include: semiotics, psychoanalysis, feminism and theories of ideology. Considerable attention is also paid to students developing a sense of how to place the media object in its historical and cultural context. Must be taken within the first year of study.

The pre-requisite or co-requisite of MA 500 or MA 800 is required.

Credits: 3

Every Spring

MA 502 Media: Race Gender, Class

An examination of how race, gender and class are constructed in the visual media and how they interact. Students become versed in the major historical and contemporary arguments and explore how those arguments apply to various media formations, ranging from film noir to the African-American gangster film to the independent feminist film. The course concludes with studies of media conjunctions in which class, race and gender relations are encoded in the same media formation.

The pre-requisite or co-requisite of MA 500 or MA 800 is required.

Credits: 3

On Occasion

MA 504 Indie Sex

This course investigates the counter-politics and aesthetic of how sex and gender are represented in the narratives of contemporary (mostly non-American) independent film. Analyzing films through the lens of globalism and its cultural contexts, students study a variety of genres including: documentary, hard-core art, horror, animation and experimental forms.

The pre-requisite or co-requisite of MA 500 or MA 800 is required.

Credits: 3

On Demand

MA 505 Gaming and Game Theory

This seminar examines the historical and

conceptual framework of gaming and game theory. Constitutive components of the class include an exploration of the transformative, cognitive effects of play, an historical overview of video games and rule-based gaming, as well as an investigation of interactive or ergodic processes of dynamic and cybernetic systems. Media and cinematic illustrations of game theory will be screened including Memento, Dr. Strangelove, Rebel Without a Cause, Wall Street, War Games, A Beautiful Mind and Pi.

The pre-requisite or co-requisite of MA 500 or MA 800 is required.

Credits: 3

On Occasion

MA 514 History of the Still Image: Photography and CGI

This course traces the history of the still image from its earliest chemically-based photographic form to the contemporary digital computer graphic image. Aesthetic theories of imaging, visual representation and veracity will be examined.

The pre-requisite or co-requisite of MA 500 or MA 800 is required.

Credits: 3

On Occasion

MA 515 Class, Crime & Film Noir

An exploration of the history of those dark, seedy crime films that came to prominence in Hollywood in the late 1940s (The Maltese Falcon, Blue Dahlia) in a style that has become nearly the dominant in Hollywood today. The course examines noir's pre-history in the gangster film (Scarface, I Was A Fugitive From a Chain Gang), its development into a full blown validation of the sympathetic male and female fugitive outside the law (Out of the Past, Desperate), its brief flowering in the 70s (Chinatown) and its reemergence under Reagan and Bush (Bad Lieutenant, The Last Seduction). Topics include: femmes fatales (Double Indemnity), international noir (Italy's Bitter Rice), black noir (A Rage in Harlem).

The pre-requisite or co-requisite of MA 500 or MA 800 is required.

Credits: 3

On Occasion

MA 516 History of Photography

It is recommended that students following a photography track take this course. An examination of important photographers, processes and movements from the invention of photography to the present. Special emphasis is placed on sociological and artistic concepts that shape and inform the medium, such as the act of photography, the experience of being photographed, and the way the camera has changed our social world.

The pre-requisite or co-requisite of MA 500 or MA 800 is required.

Credits: 3

On Occasion

MA 520 Artistic and Literary Movements and the Visual Media

This course focuses on the aesthetic conventions and philosophical underpinnings of one of many 20th century movements in the fine arts and literature, including Expressionism, Constructivism, Dada and Surrealism, Literary Modernism, Poetic Realism, Magic Realism, Abstract Expressionism, Pop Art and Structuralism. Visual media artists include Luis Bunuel, Sergei Eisenstein, David Lynch, Fritz Lang, Jean Renoir, and Nam Jun Paik. (This course may be taken more than once for credit).

The pre-requisite or co-requisite of MA 500 or MA 800 is required.

Credits: 3

On Occasion

MA 521 Social and Political Movements and the Visual Media

This course focuses on the interaction of key 20th century social and political movements and their impact on the visual media including: Weimar Visual Culture, the French Popular Front, the 60s Student Movement, Alter Globalization, Bolivarism. (This course may be taken more than once for credit).

The pre-requisite or co-requisite of MA 500 or MA 800 is required.

Credits: 3

On Occasion

MA 522 Myth and Media

How do humans relate to the great forces of life and death, male and female, creation and destruction, light and darkness? Movies along with all the other arts, have embraced myth; for story lines, to explain mysteries and for a deeper influence in structure, motifs and style. In this course, students deepen their theoretical understanding of how mythic constructs, belief systems and ideologies function within film narrative. In particular, this course explores how definitions of myth, legend, fairytale or fable are often conflated within post-modern contemporary film idiom to reveal new meanings. Topics include: pastiche and satire, Magic Realism, science fiction and gender, the eco-disaster movie.

The pre-requisite or co-requisite of MA 500 or MA 800 is required.

Credits: 3

On Occasion

MA 526 Slavery: Roots to Rap

A survey of the development of different film treatments of social history by emphasizing both historical films and contemporary films about slavery including those from the 70s black-exploitation and hip-hop eras. This course provides an overview of how filmmakers depict the cultural and political progress (or not) of an American social group. Filmmakers studied will include Gillo Pontecorvo, Steven Spielberg, Spike Lee, Larry Cohen, Jonathan Demme.

The pre-requisite or co-requisite of MA 500 or MA 800 is required.

Credits: 3

On Occasion

MA 527 Women and Technology

This seminar explores the historical and contemporary interrelationship between Women and Technology - how technology has imaged and shaped women's lives, and likewise - how women have, in turn, appropriated technology for their own use. Topics include: domestic and reproductive technologies, (often touted as liberators from domestic servitude and biological imperatives); to inherited and appropriated technology, including women media makers (cinematographers, directors, computer graphic artists and technologists), to activists and theorists of cyber-feminism and global feminist blogs such as WIMN: Women in Media & News.

The pre-requisite or co-requisite of MA 500 or MA 800 is required.

Credits: 3

On Occasion

MA 528 Production Management

This course surveys the nuts and bolts of production management in photography, film, television, and contemporary digital media. Topics include: entertainment and copyright laws, programming, operations, scheduling, hiring, budgeting and media management. Students complete an entire Production Handbook as their semester long assignment.

The pre-requisite or co-requisite of MA 500 or MA 800 is required.

Credits: 3

Every Fall

MA 532 Contemporary Documentary

An exploration of the changing form and style of the documentary in the context of the democratization of access to information technologies and globalization. Topics include: the mockumentary, guerilla documentary, the video memoir, experimental and avant garde documentary.

The pre-requisite or co-requisite of MA 500 or MA 800 is required.

Credits: 3

Annually

MA 533 Asian Cinema

A focus on cinema as a unique cultural product in which artistic sensibilities are mobilized to address, and thus reflect, significant aspects of contemporary society. Through a range of feature films from the region, this course examines these cultural products as collective expressions of some enduring concerns in modern Asian societies.

The pre-requisite or co-requisite of MA 500 or MA 800 is required.

Credits: 3

Cross-Listings: MA 533, SOC 526

On Occasion

MA 535 Global Net Art

This course explores the position, the process and the works of cultural producers in the global terrain of digital production and distribution. Investigating the fusion of the private and the local into the global through the Internet raises critical questions about the production of artworks in a borderless virtual context, and about the relationship between these artworks and traditional representational spaces. The seminar explores these questions and their implications for the emerging discourse of universal citizenship. Lectures, readings, discussion and analysis of cultural products. Final projects will be in the form of digital works.

The pre-requisite or co-requisite of MA 500 or MA 800 is required.

Credits: 3

On Occasion

MA 537 Comparative Film Directors

A focus on the work of either a single director/writer or on a comparative analysis of two directors/writers. Names include Katherine Bigelow, Ousmane Sembene, Stanley Kubrick, David Lynch, Fritz Lang, Spike Lee, Alfred Hitchcock/Claude Chabrol, Douglas Sirk/R.W. Fassbinder. (This course may be taken more than once for credit.)

The pre-requisite or co-requisite of MA 500 or MA 800 is required.

Credits: 3

On Occasion

MA 538 All About ...

This course involves an intense study of a single media object, including the works that led up to it and the works that were subsequently influenced by it. Studies include: Bonny and Clyde, 2001: A Space Odyssey; Blue Velvet. (This course may be taken more than once for credit.)

The pre-requisite or co-requisite of MA 500 or MA 800 is required.

Credits: 3

On Occasion

MA 539 History of Special Effects

This seminar provides a historical and theoretical overview of special effects, from their earliest inception in theatrical, photographic and cinematic productions to their current utilization in contemporary media arts. This class surveys the ubiquity of special effects used as either obvious tropes in visualizing the fantastical, or as invisible amplifiers in simulating a more plausible reality. The class also examines the relationship of SFX to both narrative realism, and to the fabrication of the simulacrum, by tracing the semiotic use of SFX to both propel a narrative, and to maintain narrative coherence in what might otherwise be impalpable and disjointed exaggerations.

The pre-requisite or co-requisite of MA 500 or MA 800 is required.

Credits: 3

On Occasion

MA 546 CyberCinema

As the moving image continues to morph into numerable metaforms of digital signals and electronic transmissions, (and is trademarked as cyber-cinema), this graduate seminar explores all things cyber in cinema. Cyber - short for cybernetics - an interdisciplinary study of communications and control systems in animals, humans and machines, connects the fields of robotics, artificial intelligence, evolutionary biology, neuroscience, psychology, etc., and has been a longtime preoccupation in cinema, as seen in: Metropolis (1927), Frankenstein (1931), 2001: A Space Odyssey (1968), Blade Runner (1982), Artificial Intelligence (2001), Minority Report (2002), I, Robot (2004), etc. Through screenings, cyber-interactions, readings of cyber-SciFi, and discussions, this class probes such topics as gender guises in cyberspace, what it means to be human, consciousness, etc.

The pre-requisite or co-requisite of MA 500 or MA 800 is required.

Credits: 3

On Occasion

MA 547 Avatars, Cyborgs, Robots

Human identity intermixes with technology in interesting and compelling ways. As we develop technology, our connection to it has become increasingly more intimate. This is evident in our latest medical advances in bionic implants and in our science fiction explorations in films, novels, and games. The image of the cyborg, a hybrid human and machine, appears in such films as Bladerunner, Terminator I, Robot, etc., while reflecting cultural ambivalence about technology, its potentialities as well as its dangers. But, we may ask, "Mirror, mirror, on the wall, are we to become the humanoid robot or the technologically-augmented human?" We shall explore these mediated questions together in this class.

The pre-requisite or co-requisite of MA 500 or MA 800 is required.

Credits: 3

On Occasion

MA 548 Cinema of India

The film industry in India releases more films per year than any other country in the world and is rapidly finding a global market, second only to Hollywood. Course examines the phenomenon by means of in-depth analysis of a wide range of national and regional Indian films. Topics include: The Merchant/Ivory effect; relationship of Indian mythology, literature and art to story construction; Bollywood influence on contemporary western movies and audiences: Indian women filmmakers; regional language cinemas.

The pre-requisite or co-requisite of MA 500 or MA 800 is required.

Credits: 3

On Occasion

MA 550 Writing for Media I: The Story

An introduction to the principles of screenwriting. Students explore dramatic structure, character development, dialogue, and plot through analysis of television and film narratives. They complete a story treatment and short screenplay or teleplay as their final project.

The pre-requisite or co-requisite of MA 500 or MA 800 is required.

Credits: 3

Cross-Listings: ENG 526, MA 550

On Occasion

MA 551 The Screenplay

An intermediate course where students complete their own full-length screen/teleplay. Weekly writing groups provide feedback and evaluation. Workshops for directing actors/readers; guest speakers. (This course may be taken more than once for credit.)

The pre-requisite or co-requisite of MA 550 is required.

Credits: 3

Annually

MA 552 Play Writing Workshop

An intensive workshop devoted to writing plays. Class time will be spent critiquing each other's writing and discussing traditional and experimental forms. Students in the Creative Writing MFA Program may take this class more than once. Prerequisite: Permission of the instructor.

The pre-requisite or co-requisite of MA 550 is required.

Credits: 3

Cross-Listings: ENG 525, MA 552

On Occasion

MA 556 Digital Photography I

An intensive introductory workshop in photographic digital imaging and print output that provides students with advanced skills in digital fine art and archival print applications. The class incorporates alternatives to chemical processes brought about with enhanced new technologies and experimentation with digital printing on different substrates and surfaces.

The pre-requisite or co-requisite of MA 500 or MA 800 is required.

Credits: 3

Annually

MA 557 Experimental Photography

An examination of the relationship between technique and creative vision in photography. Students experiment using processes designed to expand the creative approaches available to the photographic artist, including alternative chemical processes (cyanotype, vandyke brown salt, platinum, gum), nontraditional mediums (wood, glass, sculpture), and alternative image sources. Particular emphasis is placed on the relationship between process and image and how invention and artistic interpretation are entwined in the photographic

context.

The pre-requisite or co-requisite of MA 556 is required.

Credits: 3

Annually

MA 558 The Business of Freelance

The course will explore aspects of working freelance in the media fields of graphic arts, photography, film and video production. The class will enable students to develop the skills necessary for a successful career using self-promotional tools and business practices involved in freelance work.

The pre-requisite or co-requisite of MA 500 or MA 800 is required.

Credits: 3

On Occasion

MA 559 Studio Photography

This course is primarily about light and its control in the process of creating photographs. Students will be introduced to the fundamentals of studio lighting with an emphasis on practical applications for portraiture and still life photography. In-class demonstrations will cover the use of electronic flash equipment, portable flash equipment, tungsten lights, and the modification of light. Students will learn to consider the direction of light, proper exposure, and the effect on contrast and color balance. Students must submit a self-published body of work as a final portfolio, and complete a research project.

The pre-requisite or co-requisite of MA 556 is required.

Credits: 3

Annually

MA 560 Digital Video Imaging I

An exploration, using state-of-the-art digital cameras and nonlinear editing systems, of all aspects and stages of the video production process from pre to post. Working as individuals or in small production teams, students complete a video project of their own design.

The pre-requisite or co-requisite of MA 500 or MA 800 is required.

Credits: 3

Every Fall

MA 561 Multi-Camera Production I

An intensive exploration of the art and science of multi-camera production. Students work cooperatively at an accelerated pace on projects of their own design and examine various remote and studio technologies, directorial strategies, and production techniques.

The pre-requisite or co-requisite of MA 560 is required.

Credits: 3

On Occasion

MA 562 DV Intensive

Students join forces to complete a DV project in five days from inception to final screen credits with original music. Students write, pre-produce, direct,

shoot, edit, insert graphics, add music and turn in a final copy of a ten-to-fifteen minute narrative or mockumentary in a particular genre and film style. This course takes skills acquired in previous courses and applies them in a way that most emulates the conditions of actual production.

The pre-requisite or co-requisite of MA 560 is required.

Credits: 3

Annually

MA 563 Digital Media For Teachers

A five-day intensive workshop designed to teach participants how to create, develop and plan effective, well-designed multi-media presentations for the classroom, professional conferences and seminars.

Credits: 3

On Demand

MA 565 Directing the Screen Actor I

A hands-on workshop exploring how to direct an actor and how to write dialog for actors to speak in front of the camera. Students also learn how to meet the creative demands of their projects as a producer, how an actor creates a part and drops into that internal place on camera that makes the viewer really believe she/he is that character.

The pre-requisite or co-requisite of MA 500 or MA 800 is required.

Credits: 3

Annually

MA 567 Art of the Edit

This course explores the aesthetics and implementation of effective editing. It surveys examples of the craft in various iterations of its genre and modern forms of its application: theatrical narrative, commercial, montage, documentary, trailer, industrial and web-episodes. The class will learn the in's and out's of story telling through the sequencing of shots and images, as well as gain a technical understanding of Codex's, transcoding, output formats, mixing and basic DVD authoring. This class takes a hands-on approach, balanced by the theoretical underpinnings of good cinema and offers students applicable skills in the grammar of editing.

The pre-requisite of MA 560 is required.

Credits: 3

Annually

MA 568 Lighting for Visual Media

At the heart of the expression of visual media is light. This course will explore the nature, content, and the uses of light in film/video, stills, and animation. We will look at how light creates mood, depth and an emotional experience within the media. This is a hands-on production class, which requires that each student have competency in his or her form of media. Most projects will be delivered in a media form of the students choosing. We will learn to work with natural light, lighting kits, and in some cases create our own lighting instruments to work with a variety of lighting styles,

and shooting conditions. We will examine the additive and subtractive color modes and bring all of these tools together in a final project.

The pre-requisite of MA 560 is required.

Credits: 3

Annually

MA 570 Digital Sound Design I

A survey course that introduces students to the technologies behind current audio production for music and sound design throughout media arts. Topics include microphones, mixers, multitrack DAT recorders, MIDI samplers, computer-based sequencing, hard disk recording, digital mixing and processing (Digital Performer and Pro Tools). Also examined are output and production considerations for CD, CD-ROM, DVD video, digital video, film 5 to 1 surround, Internet distribution, Web pages and motion graphics.

The pre-requisite or co-requisite of MA 500 or MA 800 is required.

Credits: 3

Annually

MA 571 Sound For Visual Media

This introductory course in sound for film, television and multi-media covers audio post-production for video, film and other multimedia formats with a focus on sound design, SFX editing, Foley, and ADR (dialogue replacement). This class provides an emphasis on sound and its effects on dramatic impact and overall tone of visual imagery.

The pre-requisite or co-requisite of MA 570 is required

Credits: 3

Annually

MA 572 Location Sound Recording

This course is a survey course, which introduces students to the technologies behind current audio production and acquisition. Topics include: audio terminology, recording location sound for film and television, microphones, mixers, multi-track hard-disk recording, noise reduction and digital audio processing using ProTools software. This course is recommended for film and video students who want to increase their knowledge of recording sound for film, audio students and anyone looking to increase their knowledge of audio recording.

The pre-requisite or co-requisite of MA 570 is required.

Credits: 3

On Occasion

MA 573 Music for Visual Media

This course focuses on music for visual media including film, television, gaming and multimedia. Topics include the psychology of music, music and emotions, music composition and the roles music plays in video, film, or other multimedia formats. The class will include an emphasis on storytelling through sound as well as on how sound can affect the dramatic impact and overall tone of images, helping to create a total artwork. Students will learn about a variety of approaches to music

placement in media. In addition, class assignments give students a hands-on approach to music placement.

The pre-requisite or co-requisite of MA 570 is required.

Credits: 3

On Occasion

MA 574 Music Production Intensive

This is an introductory graduate level audio course that focuses on creating, producing, recording and mixing original music and sound. The course explores various ways of creating and manipulating sounds using industry standard technology. Topics include MIDI, audio signal flow, digital synthesis, recording, effects processing and professional mixing techniques. Apple's Logic Audio, Avid's ProTools and Propellerhead's Reason will be used as platforms for learning audio technology throughout this course. Hands-on experience through assigned projects will be a large portion of the course work and will take place during individual studio time. MA 574 is suitable for students who are interested in building a strong foundation in music production and composition, recording engineering, and sound design.

The pre-requisite or co-requisite of MA 570 is required.

Credits: 3

On Occasion

MA 575 Digital Communications Design

A Communications Design class using industry standard digital tools for media production. Students learn and work with graphics for print, video, film and web combining graphics, illustration and text. Special emphasis is placed on resolution, color, and design principals for various media.

The pre-requisite or co-requisite of MA 500 or MA 800 is required.

Credits: 3

Rotating Basis

MA 576 Motion Graphics Production

An introductory level class in Motion Graphics production for Video, Film and the Web using industry standard software. Students work with basic motion design for graphics, live action, and text elements, in addition to special effects.

The pre-requisite or co-requisite of MA 575 is required.

Credits: 3

Annually

MA 577 3D Computer Graphics

An introductory level class in 3D modeling, surfacing, texturing, lighting, rendering, special effects and basic digital cinematography. Students create 3D objects and renderings for film, video, web and print.

The pre-requisite or the co-requisite of MA 575 is required.

Credits: 3

Annually

MA 578 Interactive Media Production

An introductory level class in interactive design for the web using industry standard software. Students learn and work with basic web design using HTML and HTML editing software.

The pre-requisite or co-requisite of MA 575 is required.

Credits: 3

Annually

MA 579 Computer Graphics I

An introductory level class in Computer Graphics for print, screen and the web using Adobe Photoshop. Students learn and work with basic illustration, graphics, photo-illustration/retouching and typography. Additional topics include basic image acquisition and input with digital cameras and scanners for graphics production.

The pre-requisite or co-requisite of MA 575 is required.

Credits: 3

Cross-Listings: MA 579, NMP 579

Annually

MA 580 Independent Producer

A hands-on approach to the production management tasks of the independent producer of film, video or multimedia. Topics include: script breakdown, scheduling, budgets, writing the business plan, marketing and distribution. Students will complete a production handbook and mock business plan as their final projects.

The pre-requisite or co-requisite of MA 500 or MA 800 is required.

Credits: 3

Every Spring

MA 581 Music Entrepreneurship

This course provides an overview of how to succeed in today's changing music industry. The rules have changed and now more than ever each individual has the opportunity to take their careers into their own hands, making it a time for the entrepreneur. Throughout this course, emphasis will be given to the various aspects of the music business such as Contracts, Copyright Law, Business Plans, Music Publishing, Royalties, Performing Rights Organization, Niche Marketing Promotion, Creative Strategies for Marketing and Distribution, Online Presence and New Business Models. In addition the class spends time developing the LIU record label, and showcasing featured LIU artists.

The pre-requisite or co-requisite of MA 500 or MA 800 is required.

Credits: 3

Annually

MA 583 Art and Commerce

A focus on a wide range of contemporary art and design enterprises in the metropolitan area. By means of on-site visits, students explore the work of individual artists, photographers, designers, curators and art directors. Discussion topics include the interface between creativity and culture,

art and commerce, artifact and economics.

Students complete a production assignment or article-length paper as their final project.

The pre-requisite or co-requisite of MA 500 or MA 800 is required.

Credits: 3

On Occasion

MA 584 Entrepreneurship

Students master tools and concepts of the Internet in their search for either an audience or a position with a media production firm. Topics include: devising an integrated strategy and selecting appropriate web technologies, understanding the significance of site architecture and user paths, designing an online storefront, building and maintaining an online community, infotainment, podcasting (audio blog) as well as fluency in digital policies for the internet economy. Students learn digital technology to reach and maintain clients as well as electronic publishing tools.

The pre-requisite or co-requisite of MA 500 or MA 800 is required.

Credits: 3

On Occasion

MA 585 Music Marketing

Marketing is an essential part of being successful in the music industry. This course explores topics related to current marketing techniques including identifying and connecting with a target audience, effective approaches to promotion and publicity and branding within a focused niche. Creative strategies for successful marketing are also explored, including online and non-traditional approaches. Students who are interested in promoting their own music projects will benefit from this course as well as students who are interested in expanding their knowledge of marketing in the entertainment industry as a whole.

The pre-requisite or co-requisite of MA 570 is required.

Credits: 3

On Occasion

MA 586 New Media Management

This class focuses on new and emergent business models and media content that incorporate breakthrough technologies and innovative implementation of existing media. Students examine the new technological shifts in various media industries, unique management models emerging in response to these changes, the use of internet and social technologies for marketing, new distribution and deployment strategies for media such as broadband and mobile, and issues relating to innovative technologies for new media.

The pre-requisite or co-requisite of MA 500 or MA 800 is required.

Credits: 3

Annually

MA 590 Broadcasting I

This course explores researching, writing, and on-air production for television in the areas of news and

features. Students will research, write and perform their own material before the camera utilizing up-to-the-minute newsroom technology, shooting in the field and studio technology.

The pre-requisite or co-requisite of MA 500 or MA 800 is required.

Credits: 3

On Occasion

MA 595 Music Production I

This is an intensive class, which covers the various stages of creating a professional music project, including composing, producing, recording, and mixing. Within a highly collaborative environment, students apply previously acquired technical skills to enact the roles of music producers, composers and recording engineers as they write and produce background music and lyrics. Emphasis is on organizational techniques, production details and deadline management as key aspects of the professional recording industry. This course is in Studios A and C and the media classroom, with Avids ProTools, Apples Logic Audio and Propellerheads Reason as creative tools.

The pre-requisite or co-requisite of MA 500 or MA 800 is required.

Credits: 3

Annually

MA 610 History of the Documentary

This course traces the history of the documentary from its silent beginnings to the present, examining such questions as the relation of the documentary to the fiction film, its claims to truth, and its social use in times of peace and war.

The pre-requisite or co-requisite of MA 500 or MA 800 is required.

Credits: 3

On Occasion

MA 620 Psychoanalysis and the Media

An introduction to basic psychoanalytical theories and the popular use of psychoanalysis for formulating conceptions about how visual media attracts audiences, how certain narrative processes function, and how psychoanalysis classifies individual character traits. Students study how such theories as those of Freud, Lacan and Interpersonal (Object Relations) Theory have been applied to cinema, television, recording media and current virtual media.

The pre-requisite or co-requisite of MA 500 or MA 800 is required.

Credits: 3

On Occasion

MA 621 Philosophy and Media

An examination of the ways in which philosophical systems of thought have underpinned both media production and contemporary media theory. The influence of such systems is presented as it is registered in moments in cinema, television, popular recording and the new digital technologies.

The pre-requisite or co-requisite of MA 500 or MA 800 is required.

Credits: 3

On Occasion

MA 622 Globalization and the Media

An exploration of globalization as discourse, as a social and economic event and as a contested terrain. Analysis of media conglomeration; changes in local communities as depicted in films, television and popular music; the role of global institutions such as the World Trade Organization, the International Monetary Fund, the World Bank; and the anti-global movement.

The pre-requisite or co-requisite of MA 500 or MA 800 is required.

Credits: 3

On Occasion

MA 623 Corporate Structure of the Media

This course acquaints the student with the business environment in contemporary media institutions, both as workplace and as economic formation. It explores the history and current changes in Hollywood studios and independent and foreign production, in network television, in the recording industry and the Internet. The emphasis is on how these changes in media ownership affect the media artist and how they may be seen to be expressed directly in media objects such as films, television series, music videos, urban contemporary music and in the flow and design of the Internet. The pre-requisite or co-requisite of MA 500 or 800 is required.

Credits: 3

Annually

MA 624 Media Bodies

This course in visual culture explores the representation of the body in art, cinema, photography an on-stage from the Renaissance to the present. Topics include: ways of seeing, ethnographic and gender-based icons, semiotic and aesthetic interpretations, history as represented by image and imagination.

The pre-requisite or co-requisite of MA 500 or MA 800 is required.

Credits: 3

On Occasion

MA 625 Sex and the Media

This course in visual and aural culture explores the representation of sex and sexuality in the media. Through screenings and discussion, students examine the new sexual possibilities, multiple readings, erotic stories and ethical dilemmas brought about by the plethora of new (and old) media available today. Topics include: the music industry, hardcore art film, documentary, cybersex & the Internet, Reality TV and new queer cinema.

The pre-requisite or co-requisite of MA 500 or MA 800 is required.

Credits: 3

Every Fall

MA 626 Crossing Borders

One of the key questions in contemporary media is

the representation of the border, be it physical, social, racial, or sexual. This course explores how visual artists have consistently crossed borders erected by their societies and how they have persistently been interested in questioning the notion of the border.

The pre-requisite or co-requisite of MA 500 or MA 800 is required.

Credits: 3

On Occasion

MA 630 Documentary: Fact/Fiction

This course is an in-depth consideration of the representation of the "real" through the prism of non-fiction media. On what basis do we understand narrative and non-narrative fiction and non-fiction? How is our understanding of race, gender, politics and ideology mediated by these new genres? Topics include: subjunctive documentary, the mockumentary, scientific animation and simulation, the memoir-confessional, reality TV and docudrama.

The pre-requisite or co-requisite of MA 500 or MA 800 is required.

Credits: 3

On Occasion

MA 631 Global Documentary

The complex processes of globalization have occasioned a number of international co-productions of filmmakers intent on explaining those processes. The course will also study the financing of these documentaries and will consider as well the alter-globalist movement which also works through this medium. The course will in addition consider "documentary-like" fiction films that use these techniques to tell personal stories with a global impact. The rich treasure trove of documentaries on this process includes: Argentina's "Social Genocide" and "The Take," China's "West of the Rails" and Jamaica's "Life and Debt."

The pre-requisite or co-requisite of MA 500 or MA 800 is required.

Credits: 3

On Occasion

MA 632 Topics in Visual Aesthetics

This course deals with various topics in visual aesthetics, outlining the history of the style or aesthetic formation, explaining its technological, industrial and cultural development, and encompassing its use in the media of film, television and video. Topics include: The Long Take, Hollywood Narration, The Experimental Film.

The pre-requisite or co-requisite of MA 500 or MA 800 is required.

Credits: 3

On Occasion

MA 633 Media Genres

This course offers intense study in a single media genre. Genres include: Television Genres, the Post-Modern Musical, Road Movies. (This course may

be taken more than once for credit.)

The pre-requisite or co-requisite of MA 500 or MA 800 is required.

Credits: 3

On Occasion

MA 634 Genre Theory: Film, Television, Music

A reconstruction of theories of genre as proposed from literary sources followed by an examination of those theories as applied to the cinema and television as well as to the recently theorized field of popular recording. Students explore the transformations of genres and analyze those transformations through discussions, short written assignments, a long research paper and a group presentation.

The pre-requisite or co-requisite of MA 500 or MA 800 is required.

Credits: 3

On Occasion

MA 635 Global Cinema

This course explores world cinema as an alternative to Hollywood. The modes of production of three different cinemas are spotlighted with careful study of how each local cinema both defines its own aesthetic and interests and how it often defines those interests in relation and opposition to Hollywood. The modes include: Dogma, begun in Denmark but now a global phenomenon; Iran and its cinema which through its extended use of the long take counters current Hollywood editing strategies; and Africa where cinema production calls attention to questions of a continuing colonialism and the problems of post-colonialism. Franco-Belgium Working Class Cinema; New Argentine Cinema; and Chinese Anti-Globalist Cinema.

The pre-requisite or co-requisite of MA 500 or MA 800 is required.

Credits: 3

On Occasion

MA 636 Alternative Media

An exploration of different forms of media which exist as an alternative to mainstream, corporate media systems. Topics include impact of new technology, access to the information highway, digital images and democracy, underground radio, guerrilla video, independent cinema and the Web.

The pre-requisite or co-requisite of MA 500 or MA 800 is required.

Credits: 3

On Occasion

MA 638 The Photo Mural

The course will explore the history and cultural influences incorporated in the art form now known as the Photo Mural. The class is a production-oriented workshop where students explore several avenues involved in the making of mural images - tile printmaking, wall cover billboard and fresco type photo images. Students use a variety of substances including canvas, vinyl, Tyvek, watercolor paper and silk fabric to produce their images. Advanced Photoshop techniques and

printing using Color burst rip software is included in the class. Students are required to complete several murals and install them at designated locations throughout the campus or community.

The pre-requisite or co-requisite of MA 556 is required.

Credits: 3

On Occasion

MA 650 Writing Genre

An advanced course in writing scripts for a variety of genres: Hollywood formula, independent film, situation comedy, mystery/thriller/suspense, soap opera, television drama, animation, commercials. Students complete at least one script in a chosen genre. (This course may be taken more than once for credit.)

The pre-requisite and or co-requisite of MA 550 is required.

Credits: 3

On Occasion

MA 652 Memory and Imagination

The class examines a number of films including Diner, Mean Streets, Platoon and Annie Hall to study the writer's use of personal experience to create story, dialogue and character. Attention will be paid to the transformational process used to lift the story from private memory to public work. Emphasis will also be placed on the development of theme in order to extract meaning from experience. Each student will be expected to write the screenplay for a short film (of at least 30 minutes) utilizing the exercises explored in the class. Both exercise work and scenes from the film scripts in progress will be read and discussed in class.

The pre-requisite or co-requisite of MA 550 is required.

Credits: 3

On Occasion

MA 654 TV Writers Roundtable

This course immerses students in the collaborative writing process of the TV show. During the semester, the class, working as cohorts, create, write, refine and then rewrite a half hour script for a prospective TV series. Along the way, each student is required to write scenes involving characters from ongoing TV series and from the script being developed by the class. A staged reading of the completed script is performed at the end of the semester.

The pre-requisite or co-requisite of MA 550 is required.

Credits: 3

Alternate Spring

MA 655 Photography Portfolio

This is a studio class that enables the student to complete a semester's work focusing on a specialty area within the field. This course introduces the fundamentals of studio lighting with an emphasis on portraiture and still-life photography applications. In-class demonstrations cover the use of tungsten lights and electronic flash equipment,

as well as diffusing light with reflectors and umbrellas. Students learn to consider the direction of light, proper exposure, and the effects on contrast and color balance. Topics include the properties of various light and film combinations.

The pre-requisite or co-requisite of MA 556 is required.

Credits: 3

Annually

MA 656 Conceptual Digital Photography

This course introduces students to the creative world of conceptual photography. Using photographic reference and Adobe Photoshop to create photographic illustrations, students will create conceptual imagery assembled for a variety of sources. This course covers additional photographic lighting and imaging techniques, digital scanning, image enhancement and assembling, and digital printing. Hands-on activities and shooting assignments will enable each student to discover, explore, and understand the applications of conceptual "photo-illustration." In addition, there will be discussion and presentations introducing some of today's professional conceptual photographers.

The pre-requisite or co-requisite of MA 556 is required.

Credits: 3

On Occasion

MA 660 Digital Video Imaging II

Expanding on the knowledge and experience gained in MA 560, students use state-of-the-art digital cameras and nonlinear editing systems to complete an advanced level video project of their own design.

The pre-requisite or co-requisite of MA 560 is required.

Credits: 3

Every Spring

MA 661 Film Production I

An intermediate level class in which students produce non-synch-sound 16mm film projects and explore advanced lighting, editing, and cinematographic techniques. Convergence technologies, such as digital color correction, video assist and nonlinear postproduction, are also explored.

The pre-requisite or co-requisite of MA 560 is required.

Credits: 3

Rotating Basis

MA 662 Directing the Documentary

Working in small production teams, students direct and edit mini documentaries of their own design and genre.

The pre-requisite or co-requisite of MA 560 is required.

Credits: 3

On Occasion

MA 663 Digital imaging Team Portfolio I

This advanced studio class allows students to develop and complete work on a highly specialized and involved Digital production. Students will work as a team (no-less than three) to create a project that is of "A" festival quality. The team will submit a proposal to the instructor before class begins. And if accepted they will take their project from treatment to festival submission. This course will cover how to utilize a team to maximize creativity, production value and presence in the market place. This is a two part course followed by Digital imaging Team Portfolio II.

The pre-requisite of MA 560 is required or professional / undergraduate documentary experience or permission of Instructor.

MA 664 Components of Visual Storytelling

This advanced course is designed to explore the power and impact of visual elements that control the audience's experience of two-dimensional imagery. We will look at Space, Line, Shape, Tone, Color, Rhythm and Movement, breaking down these visual components then recombining them to create a more dynamic project that is visually and emotionally engaging. This class, for Directors, Writers, Animators, Cinematographers, Editors, Storyboard Artists, New Media Artists and Producers, will increase their understanding of how and why a film with all the right stuff falls flat or a project with little going for it can become a powerful and influential visual statement.

The pre-requisite or co-requisite of MA 560 is required.

Credits: 3

Annually

MA 665 Directing the Screen Actor II

This course builds on the techniques learned in MA 640, expanding on script interpretation, camera interface, scene analysis and advanced directing skills.

The pre-requisite or co-requisite of MA 565 is required.

Credits: 3

On Occasion

MA 666 Cinemagraphic Directing

In this advanced production class in directing, students work collaboratively to develop projects as a team while focusing on the form and structure of all the stages of production. Through a hands-on approach, this class covers aesthetics, drama, the shooting script, working with actors, mood lighting framing, shot sequencing, editing and finishing.

The pre-requisite or co-requisite of MA 560 is required.

Credits: 3

On Occasion

MA 667 Single Camera Film-Style Video Production

This is a joint endeavor. WPT and MA Production and Media Management students become familiar

with all phases of pre-production. This includes breaking down the script, casting, location scouting, determining budgets, discussing the style in which this production will be shot, etc. WPT will make decisions as to which scenes to shoot. This hands-on experience allows students to learn what it is to actually produce a film from the ground up.

The pre-requisite or co-requisite of MA 560 is required.

Credits: 3

Cross-Listings: MA 667, WPT 631

Every Fall

MA 668 Location Production

This joint ten (10) day Intensive is part two of the production phase. During this phase, the scenes selected from the scripts written for the Central Project will be shot at various locations. WPT and MA students will work from WPT 631/MA667's pre-production plan. This course takes the production on location where a High Definition project will be completed. Students will occupy crew and on-call writing positions, according to their respective skill sets. This is a hands-on learning experience where students will have the opportunity to hear the thoughts of both Director and DP. (January/Winter Intensive)

The pre-requisite or co-requisite of MA 560 is required.

Credits: 3

Cross-Listings: MA 668, WPT 632

Every Fall

MA 670 Digital Sound Design II

An intermediate-level workshop that focuses on synthesizer fundamentals, multi-track MIDI sequencers, multi-track hard disk recording, digital audio editing, SMPTE lock sound for video and film, sound and music for CD-ROMs, and Digital Performer as a multi-track nonlinear audio editing and mixing environment.

The pre-requisite of MA 570 is required.

Credits: 3

Annually

MA 671 Digital Sound Design III

An advanced workshop that focuses on MIDI sequencers and hard disk recording and editing environments. Advanced features of current versions of Digital Performer and Pro tools software are explored. Other topics include production values and sound design concepts in media, original sound creation for MIDI instruments, and outboard effects. Final projects include sound design or music (or both) for picture (computer animation, film or video), Internet (Web site), CD-ROM, DVD or CD audio.

The pre-requisite of MA 670 is required.

Credits: 3

Annually

MA 672 Digital Sound Design IV

An advanced workshop that focuses on the completion of sophisticated individual projects in digital sound design or digital audio composition

and production. Emerging tools, formats and styles are explored.

The pre-requisite of MA 671 is required.

Credits: 3

On Demand

MA 673 Digital Sound Portfolio

A studio class designed to enable the student to focus on and complete a portfolio of work on a specialty area within the field.

The pre-requisite of MA 670 is required.

Credits: 3

On Occasion

MA 674 Advanced Sound for Visual Media

This class is a continuation of MA 571 Sound for Visual Media, a production course in sound for film, television, and multi-media. Topics include advanced audio post-production for video, film, video games or other multimedia formats with a focus on sound design, SFX editing, Foley, and ADR (dialog replacement). Emphasis throughout this course is placed on mastering current industry techniques in sound design as well as developing advanced editing and mixing skills in ProTools and SoundTrack Pro software. Through hands-on experience, the course will also focus on creative approaches to soundtrack development. This course is beneficial for audio students who want to improve their sound design skills as well as videographers, filmmakers, and multi-media artists who want to continue improving the quality of their soundtracks.

The pre-requisite of MA 571 is required.

Credits: 3

On Occasion

MA 676 3D Computer Animation I

An introductory level class in 3D computer animation for Video, Film, games and the Web. Students learn and work with basic Motion Graphics, Character Animation, Logo Animation and Special Effects in a variety of different resolutions.

Credits: 3

Annually

MA 677 Computer Graphics Imaging Portfolio

An advanced portfolio class in Computer Graphics focusing on the conceptualization, production and output of portfolio pieces for video, film, print and the web using industry standard software. All students finish professional portfolios at the end of the class consisting of several projects for various media.

Credits: 3

On Occasion

MA 679 Advanced 3D Character Animation

An advanced and specialized studio Class in 3D Computer Graphics character animation for Film, Video, Web and Video Games. Character animation techniques and fundamentals of Inverse and Forward Kinematics are covered in addition to Morph based animation, and Motion Capture data.

The pre-requisite of MA 676 is required.

Credits: 3

On Occasion

MA 680 Financing Features

This course, focusing on the marketing, distribution and management of independent and studio features, is a primer for filmmakers wishing to raise money for their personal projects. Students will learn how independent sales companies and major Hollywood distributors market their films. Attention is also paid to producing films in the digital domain and selling ideas to both broadcast and cable networks. The course seeks to demystify the role of the producer and focus directly on how to get started. Guest speakers include professionals from the legal and distribution communities.

The pre-requisite or co-requisite of MA 500 or MA 800 is required.

Credits: 3

On Occasion

MA 681 Developing Documentaries and Shorts

This course gives students a working knowledge of independent film financing and how to develop a project from the idea stage to the lights-camera-action stage. Topics include: writing the treatment, grant proposals, researching foundations, loans, marketing and distribution and film festivals.

The pre-requisite or co-requisite of MA 500 or MA 800 is required.

Credits: 3

Every Summer

MA 682 Digital Imaging Team Portfolio II

This advanced studio class allows students to develop and complete work on a highly specialized and involved Digital production. Students will work as a team (no-less than three) to create a project that is of "A" festival quality. The team will submit a proposal to the instructor before class begins. And if accepted they will take their project from treatment to festival submission. This course will cover how to utilize a team to maximize creativity, production value and presence in the market place. The course will delve deeply into post production and Project completion. Including editing, sound effects, color correction and special effects. Post production Marketing and distribution.

The pre-requisite or co-requisite of MA 660 is required.

Credits: 3

On Occasion

MA 683 Producing Television Series

This course introduces students to all the stages of developing, producing, and delivering a prime-time network television series. Through lectures and workshop exercises, students will learn about development, selling, casting, deal making, budgets, pre-production, production, post production, and marketing. Students will also gain a full understanding of the collaborative imperative of the network television business.

The pre-requisite or co-requisite of MA 500 or MA

800 is required

Credits: 3

On Occasion

MA 690 Broadcasting II

This is an advanced level course that builds on the news writing and reporting skills gained in Broadcasting I. This course broadens the gathering, writing and producing functions to include other aspects of broadcasting including features, in-depth and investigative reporting, web casting, and visual broadcast design, while also broadening the spectrum to include business news, fashion and music news and features, and reporting on global issues. As in the first class, the range of skills honed here include news gathering techniques, story structure, interviewing, broadcast presentation and researching complex social economic issues.

The pre-requisite of MA 590 is required.

Credits: 3

On Occasion

MA 696 3D Modeling I

An introductory level class focusing on 3D modeling using Autodesk Maya. Students learn basic modeling techniques for organic and inorganic objects for film, video, web, print and video games.

The pre-requisite or co-requisite of MA 678 is required.

Credits: 3

On Occasion

MA 698 3D CG Special Topics

A topic-based class in 3D special effects using a collaborative production model in which students work on all facets of special effects shots for film, video and the web. Special emphasis is placed on live action integration of 3D, effects and compositing techniques.

The pre-requisite or co-requisite of MA 678 is required.

Credits: 3

On Occasion

MA 703 Independent Study I (Theory)

This course allows the student to complete a research paper to be arranged in close association with the student adviser.

Credits: 3

Every Semester

MA 704 Independent Study II (Production)

This course allows the student to complete a production project, to be arranged in close association with the student adviser.

Credits: 3

Every Semester

MA 705 Field Work Experience

As an alternative to a production course, students may undertake advanced field work experience (approximately 10 hours per week) with a media organization or company. Under the guidance of the Media Arts Director of Professional

Development, students integrate newly learned skills in a professional environment. A written critique is the final project. Prerequisite: Completion of 18 credits of course work or permission of instructor.

Credits: 3

Every Semester

MA 706 Internship

As an alternative to a production course, students may undertake an advanced field work experience (approximately 10 hours per week) with a media organization or company. Under the guidance of the Media Arts Director of Professional Development, students integrate newly learned skills in a professional environment. A written critique is the final project. Prerequisite: Completion of 18 credits of course work or permission of instructor.

Credits: 1

On Demand

MA 707 Integrated Thesis Project I (Theory)

The Integrated Thesis Project (ITP) consists of both MA 707 (theory) and MA 708 (production) whereby students create a culminating project integrating the two modes. Media Arts 707 is the writing of a traditional research paper i.e., a significant piece of writing on a topic related to media theory. Students are guided on research resources and methods, thesis structure and writing organization.

Credits: 3

Every Semester

MA 708 Integrated Thesis Project II (Production)

The Integrated Thesis Project (ITP) consists of both MA 707 (theory) and MA 708 (production) and is designed to enable students to create a culminating project combining the two modes, linked by a common theme. Media Arts 708 is the completion of a production in a chosen medium for exhibition or demonstration purposes. Students are guided on process, resources and technique. A public exhibition of work is required.

Credits: 3

Every Semester

MA 800 Applied Contemporary Media Theory

This required foundation theory course recognizes the role that Contemporary Media Theory plays not only in defining media in an era of convergence, but in some ways shaping the form and theme of media. This course is designed to acquaint the student both with select theories and theorists and to show how those theories either illuminate the work, or been used to shape the blend of feminism, Marxism, psychoanalysis, linguistics, semiotics, philosophy, sociology, political economy and aesthetics that comprises Contemporary Media Theory. Should be taken by students within their first year of study.

Credits: 3

Annually

MA 801 MFA Seminar I

The MFA Seminar I is designed to introduce students to the curricular, scholarly, technological and creative concepts and standards employed in their MFA studies. Students are encouraged to explore their artistic concepts in the Media Arts through various different class activities.

Credits: 1

Every Fall

MA 802 MFA Seminar II

The MFA Seminar II is designed to help students better develop and articulate their media art concepts as written Artist Statements and Bios, and media-based presentations. Class activities include writing exercises, media art surveys, statement/bio surveys, class critiques and class media presentations.

The pre-requisite of MA 801 is required.

Credits: 1

Rotating Basis

MA 803 MFA Seminar III

The MFA Seminar III is designed to help students develop ideas and concepts for their MFA Thesis projects through survey, critique and discussion activities. Students develop Thesis proposal packages during this seminar. All Students are required to complete MFA Seminar II prior to taking their final Thesis credits.

The pre-requisite of MA 802 is required.

Credits: 1

Rotating Basis

MA 894 Studio Specialization I

Introductory level graduate study in an area required for MFA study and specialization not supported by our existing studio or production class structures, either due to its technological or aesthetic innovation, interdisciplinary approach, or other unique requirements. Students will work with an Independent Study structure with the appropriate faculty member best qualified for supervision of this specialized study.

Pre-requisites: Permission of Faculty Supervisor for the Studio Specialization.

MA 895 Studio Specialization II

This is a Studio Specialization Intermediate level graduate study in an area required for MFA study and specialization not supported by our existing studio or production class structures, either due to its technological or aesthetic innovation, interdisciplinary approach, or other unique requirements. Students will work with an Independent Study structure with the appropriate faculty member best qualified for supervision of this specialized study.

Credits: 3

Every Fall, Spring and Summer

MA 896 Studio Specialization III

This is a Studio Specialization Advanced level graduate study in an area required for MFA study and specialization not supported by our existing

studio or production class structures, either due to its technological or aesthetic innovation, interdisciplinary approach, or other unique requirements. Students will work with an Independent Study structure with the appropriate faculty member best qualified for supervision of this specialized study.

Credits: 3

Every Fall, Spring and Summer

MA 897 MFA Thesis I

The MFA Thesis is the culmination of a student's MFA study and consists of an artistic project in Media Form for public exhibition or screening, of the highest technical, aesthetic and conceptual merit as defined by the Department's MFA Thesis Committee for each concentration. A total of 9 credits are required for the MFA Thesis, in one of two formats, as either a Full MFA Studio Thesis consisting entirely of an artistic project to be executed with all 9 credits, or an integrated Studio and Theory option to consist of 3 credits of a scholarly Thesis level research paper and 6 credits of an artist media project.

Credits: 3

Every Fall, Spring and Summer

MA 898 MFA Thesis II

The MFA Thesis is the culmination of a student's MFA study and consists of an artistic project in Media Form for public exhibition or screening, of the highest technical, aesthetic and conceptual merit as defined by the Department's MFA Thesis Committee for each concentration. A total of 9 credits are required for the MFA Thesis, in one of two Formats, as either a Full MFA Studio Thesis consisting entirely of an artistic project to be executed with all 9 credits, or an integrated Studio and Theory option to consist of 3 credits of a scholarly thesis level research paper and 6 credits of an artist media project.

Credits: 3

Every Fall, Spring and Summer

MA 899 MFA Thesis III

The MFA Thesis is the culmination of a student's MFA study and consists of an artistic project in Media Form for public exhibition or screening, of the highest technical, aesthetic and conceptual merit as defined by the Department's MFA Thesis Committee for each concentration. A total of 9 credits are required for the MFA Thesis, in one of two Formats, as either a Full MFA Studio Thesis consisting entirely of an artistic project to be executed with all 9 credits, or an integrated Studio and Theory option to consist of 3 credits of a scholarly Thesis level research paper and 6 credits of an artist media project.

Credits: 3

Every Fall, Spring and Summer

Writing and Producing for Television Courses

WPT 610 Writing and Development - The Television Series

An introduction to the basics and complexities of television script writing, and the seamless integration of the written script into the development phase of the television production process. Students begin work on the Central Project pilot script.

Credits: 6
Every Fall

WPT 611 The History of Television

An examination of the development and evolution of television as a creative medium, with an emphasis placed on the role of the writer and producer. How did we get from the dawn of the medium of TV to the digital age? Influential TV programs will be screened and technological advances will be highlighted. Important TV scripts of historical and contemporary importance will be studied.

Credits: 3
Every Fall

WPT 612 The Writers' Table - Revising and Delivering the Pilot

Students enter the inner sanctum of the creative television scripting world, the writers table. During this course students revise and complete a draft of the Central Project pilot script. (January/Winter Intensive)

Credits: 3
Every Fall

WPT 620 Television Series and Programs - Writing and Pre-Production

The completed draft of the Central Project has been submitted. Students will start to explore the intricacies of production as the pilot moves from the development stage into pre-production.

Credits: 6
Every Spring

WPT 621 Genre Theory and Writing the Pilot

This course will examine the concept and theory of genre as it applies to well-known television and film forms. In conjunction with this, the ongoing development of the students individual TV pilots, a component of the Capstone project, will be supervised and guided on a one-on-one basis.

Credits: 3
Every Spring

WPT 622 The New Media: An Introduction

This introductory course deals with the tectonic impact that the internet, New Media and the New Distribution Technologies have had on the television industry and the resulting phenomenon of digital television programming and the web series. Through a practical discussion of the new

media landscape, students will be led through the digital series development process resulting in the writing and production of a viable web series pilot.

Credits: 3
Every Spring

WPT 630 Television Series and Programs - Writing and Production

During this course, students see their words and images come alive as the creative process transitions from the page to the screen.

Credits: 6
Every Fall

WPT 631 Single Camera Film-Style Video Production

This is a joint endeavor. WPT and MA Production and Media Management students become familiar with all phases of pre-production. This includes breaking down the script, casting, location scouting, determining budgets, discussing the style in which this production will be shot, etc. WPT will make decisions as to which scenes to shoot. This hands-on experience allows students to learn what it is to actually produce a film from the ground up.

The pre-requisite or co-requisite of MA 560 is required.

Credits: 3
Cross-Listings: MA 667, WPT 631
Every Fall

WPT 632 Location Production

This joint ten (10) day Intensive is part two of the production phase. During this phase, the scenes selected from the scripts written for the Central Project will be shot at various locations. WPT and MA students will work from WPT 631/MA667's pre-production plan. This course takes the production on location where a High Definition project will be completed. Students will occupy crew and on-call writing positions, according to their respective skill sets. This is a hands-on learning experience where students will have the opportunity to hear the thoughts of both Director and DP. (January/Winter Intensive)

The pre-requisite or co-requisite of MA 560 is required.

Credits: 3
Cross-Listings: MA 668, WPT 632
Every Fall

WPT 642 Post Production

Students will expand upon the knowledge and skill sets they acquired in WPT 631 and 632 as they delve into the world of High Definition video editing or post-production. Topics to be covered include: Non-linear editing systems (Avid, Final-Cut, Vegas), SFX generation, color correction, audio sweetening techniques and aesthetics, advanced shooting for the edit techniques, advanced editing aesthetics, motion graphics and motion capture.

Credits: 3
Every Spring

WPT 643 Intellectual Property and Cutting the Deal

This course analyzes the business of being a professional screenwriter: developing an idea, pitching it, developing it with a producer, presenting it to network executives and, ultimately, getting a job. The class will explore the how-to of getting and then working with an agent and/or a manager and a lawyer. Collaboration is a necessary aspect of screenwriting, whether it is working with a partner or as a member of a writing team. It will also include the necessary "collaboration" between writers and producers and ultimately, studio & network executives. Guest speakers will include screenwriters, producers, agents, Writers Guild representatives, network executives, lawyers and directors.

Credits: 3
Every Spring

WPT 644 The Internet and New Distribution Technologies

This is an advanced course dealing with the tectonic impact that the Internet and New Media and the New Distribution Technologies have had on the television industry.

Credits: 3
On Occasion

WPT 698 Individual Episode Writing

During the Spring semester students will complete their individual episode script and refine their treatments for an original TV series together with a verbal pitch that could be made to a broadcast or cable network. A completed individual episode script must be submitted by the end of the first month of the coming Fall Term. Students will submit their individual episode scripts and begin to prepare their treatments for an original TV series together with a verbal pitch that could be made to a broadcast or cable network.

Credits: 3
Every Spring

WPT 699 Internship

Students will have the opportunity to do a prestigious internship placement at a media production company, or media organization. Internship placements must be cleared in advance with the MFA Advisor.

Credits: 0
Every Fall, Spring and Summer

WPT 700 The Capstone Portfolio

Capstone project will consist of the following elements: 1) The Central Project Pilot Script. 2) An individual four-act pilot or episodic script of at least fifty (50) properly formatted pages in length. 3) A treatment for an original TV series including the premise, character breakdowns and story synopsis. 4) A verbal network "pitch." 5) An original TV pilot based on #s 3&4 above

Credits: 3
Every Spring

DEPARTMENT OF POLITICAL SCIENCE

Senior Professor: Ehrenberg (Chair)
 Professors: Stevens Haynes, Sánchez
 Professors Emeriti: DiMaio, Werner, McSherry
 Associate Professors: Sheppard
 Assistant Professors: Fahmy
 Adjunct Faculty: 6

The Political Science Department's central mission is to help students become informed citizens and effective professionals. We offer a comprehensive curriculum that examines domestic and international power structures, socioeconomic relations, and the building blocks of public life — government, ideas and activity — in their domestic, international, comparative, geographic and theoretical dimensions. We seek to further the university's vision of "a learning community dedicated to empowering and transforming the lives of its students to effect a more peaceful and humane world that respects differences and cherishes cultural diversity; improving health and the overall quality of life; advancing social justice and protecting human rights; reducing poverty; celebrating creativity and artistic expression; rewarding innovation and entrepreneurship; honoring education and public service; and managing natural resources in an environmentally responsible, sustainable fashion.

M.A. in Political Science

Political science traditionally is divided into four major subfields. Students pursuing the Master of Arts degree take a core course in each of them:

American Politics: Studies in the origins and operation of the U.S. constitutional order. Subfields might include political parties; campaigns and elections; the media; and race and gender.

International Relations: The study of both classical global politics – the balance of power among states – and the rise of non-state actors in an increasingly complex world, from transnational corporations to transnational terrorist groups.

Comparative Politics: Compares and contrasts forms of government and political organization, such as institutions (militaries, political parties) or types of political systems (democracies, autocracies).

Political Theory: From Socrates to John Rawls, an examination of the ideas and influence of the great schools of thought on history, politics and society.

The remaining eight courses are electives, chosen in consultation with the faculty adviser and reflecting the student's particular area of interest. At the end of the 12-course, 36-credit course of study, students must pass the department's comprehensive examination in two of the four

subfields. Students who choose to write an M.A. thesis do not have to take the comprehensive exam. Normally the entire program takes two years to complete. Students in the United Nations Certificate Program also can earn a master's degree after consultation with the department.

M.A., Political Science

[Program Code: 06959]

Core Requirements:

POL	505	Foundations of Political Theory	3.00
POL	613	Comparative Politics	3.00
POL	630	The American Constitution and Political System	3.00
POL	638	International Relations	3.00

Political Science Concentration:

Students are encouraged to develop a concentration in one of the discipline's subfields and should consult with their academic advisor.

M.A. in Political Science Thesis Option

A minimum of 30 credits in political science plus 6 credits of thesis are required for the Master of Arts in Political Science degree with the thesis option.

Students must complete the following courses:

POL	707	Research Methods/Thesis Seminar	3.00
POL	708	Research Methods/Thesis Seminar	3.00

M.A. in Political Science Non-Thesis

Option

A minimum of 36 credits are required for the Master of Arts in Political Science degree with the non-thesis option.

Students must complete 36 credits, not including POL 707 or POL 708.

Credit and GPA Requirements

Minimum Credits (Thesis Option): 36

Minimum Credits (Non-Thesis Option): 36

Minimum Major GPA: 3.0

Political Science Courses

POL 505 Foundations of Political Theory

A graduate-level survey of the threads of continuity and the sources of change in the development of political philosophy from Socrates through Marx. Required of all candidates for the M.A. in Political Science.

Credits: 3

Alternate Years

POL 508 Seminar on Political Theory

A focus on selected topics in political theory.

Credits: 3

On Occasion

POL 510 State Violence and Terrorism

An examination of individual terrorism - its origins and theories offered to explain it - and the forms of state coercion known as state terror, which is often prompted by perceived domestic or foreign threats to survival, authority or national interest. The role of surveillance and security in urban areas are also explored. Underlying conditions such as civil strife, separatist movements, racial cleavages and ideological rationales are examined. Examples of both categories of terrorism are drawn from history and from different world regions and are analyzed via theories learned in the course.

Credits: 3

Cross-Listings: POL 510, URB 510

On Occasion

POL 521 The Electoral Process: Parties, Interest Groups and Voter Behavior

A study of the continuity and changes in the American electoral system. Consideration is given to the structure and nature of parties, the impact of interest groups, and select issues affecting voter behavior, including modern technology. (Same as URB 520.)

Credits: 3

On Occasion

POL 547 Human Rights in World Politics

An examination of the impact of human rights on state policies, theories of human rights, cross-cultural perspectives of human rights, and the question of universality. Also considered are the five categories of rights recognized by the international community, negative and positive rights, the three generations of rights and the evolution of international human rights and the legal instruments and covenants designed to protect them. Case studies of major human rights abuses and the efforts by the international community to deal with them - the role of the United Nations, particular states, nongovernmental organizations and individuals - are reviewed.

Credits: 3

On Occasion

POL 571 Public Administration and Public Policy

A study of administrative history, theories and practices; policy formation and programs; and budget and personnel issues. Case studies are reviewed.

Credits: 3

On Occasion

POL 575 Concepts of the American Presidency: Executive Leadership and Power

An examination of the theories and practices of the American presidency, incorporating case studies comparing executive power in other countries. Consideration is given to constitutional factors, party politics, modes of executive leadership in light of new technology, and the evolving role of federalism and globalism.

Credits: 3

On Occasion

POL 577 Problems in American Foreign Policy

A consideration of selected topics in the analysis of the shaping, determination and conduct of American foreign policy since World War II, including domestic, institutional and global factors.

Credits: 3

On Occasion

POL 580 International Politics of Middle East

A study of the regional and international politics of the Middle East.

Credits: 3

On Occasion

POL 581 Iraq War: Causes and Consequences

This course will examine the background process, and implications of the US led invasion of Iraq and its aftermath. This course will review Iraqi history, state-building, colonialism and the rise of Saddam Hussein to power, with special emphasis on both his domestic politics and foreign policy. Emphasis will be placed on systemic and structural changes in international relations, the role of international institutions and the new ways that power is being reproduced in world affairs.

Credits: 3

On Occasion

POL 582 Geopolitics

This course will introduce the basic principles behind the concept of geopolitics in order to help students gain a better understanding of the environmental and geological forces that have shaped the political, economic and social trajectories of human societies throughout recorded history. It will examine how our ongoing interaction with these forces continues to shape our world today and ask whether modern science and technology has altered this balance or if the same patterns are simply repeating themselves on a larger scale.

Credits: 3

On Occasion

POL 601 Capital Cities and Politics: Comparative International Urbanization

An examination of the political, physical, economic, social and cultural aspects of urbanization as a worldwide development, with particular emphasis on selected great cities and their regions and on regional urban/suburban interaction. (Same as URB 601.)

Credits: 3

On Occasion

POL 604 Urban Government and Politics

A study of the management and organization of American cities; politics and changing constituencies; and the impact on community participation, city management and mayoralty. (Same as Urban Studies 604 and Public Administration 781).

Credits: 3

Cross-Listings: PM 781, POL 604, URB 604

On Occasion

POL 605 Conflict Resolution

An examination of the theories and methods of conflict resolution in a variety of settings, such as labor relations, criminal justice, community and the international arena.

Credits: 3

On Occasion

POL 613 Comparative Politics

A basic introduction to theoretical frameworks, concepts, approaches and methodologies in the field of comparative politics. The course explores contending perspectives, foreign viewpoints and comparative case studies. The development of distinctive political systems in the industrialized world and the developing world and the utility of comparative theories to explain similarities and differences are considered. Required of all candidates for the M.A. in Political Science.

Credits: 3

Alternate Years

POL 630 The American Constitution and Political System

A study of the U.S. Constitution, its historical and political background and its relationship to major political institutions and practices. Required of all candidates for the M.A. in Political Science.

Credits: 3

Alternate Years

POL 637 The Legislative System

An in-depth study of the legislative process at the local, state and national levels. Focus is on legislative analysis, including the study of legislative histories, lobbying, the role of unions, elected officials, the media and the general public. (Same as URB 637).

Credits: 3

On Occasion

POL 638 International Relations

An intensive survey of major theoretical perspectives and conceptual frameworks in international relations as well as a historical grounding in major recent and contemporary issues in world politics. Topics covered include realism, liberalism, Marxism and dependency, world systems theory, U.S. foreign policy, the role of the United Nations and international organizations, and globalization. Required of all candidates for the M.A. in Political Science.

Credits: 3

Alternate Years

POL 639 International Political Economy

A comprehensive study of political economy in the global system: the complex interactions between politics and economics, power and wealth. Students examine key theories, specific contemporary problems and major issues in political economy, including Third World development, the economic restructuring of former Communist countries, foreign aid, regional cooperation, the role of transnational corporations and the International Monetary Fund, and the relationship between democracy and free markets.

Credits: 3

Alternate Years

POL 642 International Organization, The United Nations and its Affiliated Agencies

A study of the theories, origins, functions and operations of international organizations. The principal organs of the United Nations, with emphasis on the General Assembly and the Security Council, are examined. (Same as PM 767.)

Credits: 3

Cross-Listings: PM 767, POL 642

On Occasion

POL 664 Contemporary Latin American Politics

An examination of the history, politics and economics of Latin America and an analysis of theories offered to explain Latin American development (or underdevelopment). The region's uneven development and political turmoil are charted as the course traces the historical roots of the complexities of Latin America: history of Spanish colonialism; U.S. hegemonic power; revolutions, both liberal and socialist; military coups and regimes; and recent transitions to democracy. The political-economic impact of the current embrace of free-market capitalism is considered. Case studies of major Latin American countries and regional processes and transformations are reviewed.

Credits: 3

On Occasion

POL 667 Future Politics - Utopia or Dystopia

Drawing on a range of sources from historical analogy to scientific analysis and speculative fiction, this course will assess the critical debates that will shape the politics of the future. Issues will include

environmental factors, challenges to state sovereignty, prospects for human rights and exploration and colonization beyond earth.

Credits: 3

On Occasion

POL 668 Contemporary Nationalism

An analysis of the phenomenon of nationalism: its historical roots in Europe; the emergence of new states in the Third World and the post-Cold War period; and the struggle of states to achieve national identities and cultural, economic and political independence. Nonviolent as well as revolutionary-nationalist patterns are discussed as are the difficulties of achieving viable state-directed national societies in the global order.

Credits: 3

Cross-Listings: PM 768, POL 668

On Occasion

POL 685 Approaches to Political Inquiry

This course is a comprehensive survey of modern research techniques and methods in political science. It reviews the competing approaches to research in political science and evaluates the strengths and weaknesses of alternative methods of dealing with various research problems. Students will be trained in the proper methods of political inquiry for all subfields. These include building salient research questions, testing hypotheses, and evaluating theory. This course introduces students to both quantitative and qualitative methods of research and offers useful training in writing analytically and thinking logically.

Credits: 3

On Occasion

POL 700 Independent Study

The development of selected topics in conjunction with a faculty adviser. Prerequisite: Approval of the Department.

Credits: 3

All Sessions

POL 707 Research Methods/Thesis Seminar

A year-long development of a research thesis. In the first semester, advanced study of scientific method in the discipline of political science, together with the preparation of a master's thesis proposal. In the second semester, the actual writing of the thesis. Pass/Fail only. Open only to matriculated Masters students.

Credits: 3

Every Fall

POL 708 Research Methods/Thesis Seminar

A year-long development of a research thesis. In the first semester, advanced study of scientific method in the discipline of political science, together with the preparation of a master's thesis proposal. In the second semester, the actual writing of the thesis. Pass/Fail only. Open only to matriculated Masters students.

Credits: 3

Every Spring

DEPARTMENT OF PSYCHOLOGY

Professors Duncan, Kose (Director, M.A. Program), Papouchis, Penn, Ramirez, Samstag, Schuman, Wong (Director, Ph.D. Program) Professor Emeriti Allen, Fudin, Hurvich, Magai, McGuire, Ritzler

Associate Professors Cain, Haden, Kudadjie-Gyamfi (Chair), Meehan, Pardo (Director, LIU Psychological Services), Saunders
Adjunct Faculty: 14

The Department of Psychology offers education and training in understanding emotions and behavior, at the undergraduate, master's and doctoral levels. The department is comprised of 14 full-time faculty members, with specialties including personality assessment, mentalization and reflective functioning, emotional regulation, psychotherapy process and outcome, cultural and ethnic issues, community violence, the development of aggression, abuse and trauma, racial stereotypes and prejudice, psychological problems with political refugees and psychodynamic and cognitive-behavioral models of treatment. Full-time faculty members teach at all levels of the department.

The department offers two programs of graduate study, one leading to the Doctor of Philosophy in Clinical Psychology, and the other leading to the Master of Arts in Psychology. Candidates for any graduate degree in psychology may be terminated at any time by reason of weak academic performance, professional unsuitability, or failure to progress at a satisfactory rate.

Ph.D. in Clinical Psychology

The Doctor of Philosophy degree in clinical psychology is offered to a small and highly select group of full-time matriculated students.

The program has been continuously accredited by the American Psychological Association since 1974, and offers high-quality clinical and research training. Its most recent accreditation took place in 2014. Students in the Ph.D. program are prepared to function as clinical psychologists in a variety of settings and are carefully trained in the development of research skills through coursework and mentoring by program faculty members who help them to develop and carry out original research projects. The Ph.D. program operates the Psychological Services Center, in which members of the campus community can receive psychological assessment and treatment at no cost.

Students complete courses and supervised clinical work in a variety of selected practicum settings. Courses are offered in the daytime. Students are expected to maintain steady, full-time progress toward the degree by completing a minimum of 24 credits of course work per year during the first three years of residence, although

students in the first year of the program are expected to take a minimum of 17 credits of coursework each semester.* Students in the fourth year are expected to work full time on their doctoral dissertations. The number of students in each entering class averages between 15 and 17.

A candidate for the Ph.D. may also elect to qualify for the Master of Arts degree by completing the requisite 36 credits of course work.

Program Philosophy and Goals

The philosophy of the Ph.D. program is that a clinical psychologist is a psychologist first, and subsequently a specialist. That philosophy is based on the assumption that all the skills and services a clinician may develop are founded upon, and critically evaluated from, the science of psychology. The training model followed might best be described as a scholar-practitioner model.

The primary goal of such a model is to prepare students to be clinical psychologists who are carefully grounded and competent in the scientific aspects of psychology. To achieve that goal, a variety of clinical courses, seminars and practicum experiences are available to students to develop their knowledge and skills in the areas of psychopathology, assessment and the fundamentals of a variety of intervention techniques with emphasis on empirically supported treatments.

At the same time, students are exposed to the experimental areas in general psychology and are trained in sophisticated statistical procedures, research design and methodology. Coursework in statistics and basic principles of research design are offered in the first year of training. Students are then expected to begin to develop independent research projects, the second year research project, under close faculty supervision in the Spring semester of the first year. The research projects should be completed no later than the beginning of the third year. Advanced courses in research design are part of the required curriculum in the second year of training. Students also have the opportunity to participate in other faculty research projects as part of the coursework in both the clinical and general/experimental areas.

Theoretical Orientation

The theoretical orientation of the Ph.D. program is strongly influenced by the spectrum of the various psychodynamic approaches to therapy. Cognitive-behavioral and dialectical behavioral approaches are also emphasized. Students are trained in intervention modalities such as individual, group and family therapy. There are also opportunities for students interested in child clinical/developmental issues to receive more specialized training in that area.

Clinical courses and practicum experiences over the first three years of training are designed to familiarize the student with a variety of approaches to conceptualizing and assessing psychopathology and therapeutic interventions. Thus, graduates are well prepared to function as practicing clinical psychologists and to meet the

academic requirements for licensure in psychology as set by the New York State Education Department.

Admission to the Ph.D. Program

All applicants should ordinarily have completed a minimum of 18 undergraduate credits in psychology, including courses in experimental psychology and statistics. Minimal requirements for consideration for admission to the Ph.D. program include an undergraduate grade point average of 3.2 and a grade point average in psychology of 3.4. All applicants are also required to submit scores on the Graduate Record Examination (GRE) (including the advanced test in psychology). Each applicant should ask at least three professors to submit letters of recommendation.

The deadline for all applicants is January 5, although applications will be formally reviewed beginning on December 1st. Applicants are strongly encouraged to submit their applications as early as possible. Students whose applications are favorably reviewed will be interviewed for the program at the beginning of February. Notification of the final decision of the Admissions Committee will usually take place by the beginning of March and continue through April 15. In accordance with APA standards, acceptance of an offer to the Ph.D. program must be made by April 15 and will be binding thereafter. There are no midyear admissions to the program. At the present time, no candidates are admitted with advanced standing, although students can transfer 6 credits of selected graduate courses from another university with the approval of the director of the doctoral program.

Applicants not accepted into the Ph.D. program will have their applications automatically forwarded to the M.A. program for review and possible admission.

The Admissions Process and the Current Student Body

In recent years the Department of Psychology has received approximately 250 completed applications each year. Evaluation of application materials by the Admissions Committee results in interviewing approximately 75 of the original pool of applicants.

Acceptances into the program are offered on a rolling basis until an incoming class of 15 to 17 students has been filled. The admissions committee accepts applicants solely on the basis of qualifications. Among all doctoral students currently enrolled the age range covers the early 20s to the mid-40s; women account for 70% of the group; 15% of the students are members of minority groups; and 1% are handicapped.

Admission to Ph.D. Candidacy

Admission to Ph.D. candidacy is determined by the successful completion and presentation of the second-year project and the submission of the clinical qualifying examination paper to the director of the Ph.D. program.

Degree Requirements and Time Limits

Ordinarily, completion of the requirements for the Ph.D. degree in Clinical Psychology will entail a minimum of five years of full-time academic study. The first three years in residence usually involve full-time course work, while the fourth involves full-time work on the doctoral dissertation before the clinical internship. Full-time work on the dissertation often occupies the year after the internship as well. There is an eight-year time limit on the completion of all requirements. The average time for completing the program has been 6.3 years over the past eight years. During this same time period, approximately one third of each class has completed the program within five years.

The degree requirements in clinical psychology include a minimum of 90 credits of graduate courses, completion of the second-year project, one full year of clinical internship at an approved installation, satisfactory performance on the clinical qualifying examination paper and oral exam, and the presentation and satisfactory defense of a doctoral dissertation that represents an original contribution to psychology.

Students who have completed 36 credits receive the M.A. degree in Psychology.

The internship for clinical psychology students ordinarily encompasses one full year of training at an installation approved by the department.

Further regulations concerning maintenance of good standing in the programs will be found in the Graduate Student Handbook issued by the Department of Psychology.

Academic Counseling

All faculty are willing and available to aid students encountering specific difficulties in their academic studies. In addition, the director of clinical training meets with each class in residence on a once-a-month basis to discuss issues relevant to students' academic and clinical experience. Students are also assigned to a specific faculty member who serves as their faculty adviser during their time in the program. In courses such as Statistics and Psychological Assessment, advanced students with special skills hold teaching assistantships and work with students in laboratory sections. In courses such as Research Design, students have ample opportunity to work in a tutorial relationship with the professor, especially on preparation of designs for research projects. In connection with clinical activities, the program ensures that all treatment and diagnostic activities are carefully supervised.

Graduate Assistantships

Assistantships are available to students in the doctoral program during the first three years. Teaching assistantships, usually reserved for second- and third-year students, carry a stipend and partial tuition remission. Research assistantships within the department carry partial tuition remission and a stipend and require eight to ten hours of work per week. Information about such assistantships is available at the time of

admission to the program. There are also full tuition-remission scholarships given to three minority students in each entering class, while qualified advanced students may receive paid teaching fellowships.

Housing

The best sources of housing information are current doctoral students, local real estate agents, and online. There is also new graduate housing provided by the university.

Psychological Counseling

The New York City metropolitan area is saturated with possibilities for low-cost counseling, psychotherapy and psychoanalysis, whether through neighborhood clinics or the clinical services attached to the various postdoctoral training institutes that abound in the city. Doctoral students are not required to be in psychotherapy, but such self-exploration is encouraged if it is at all possible.

Ph.D., Clinical Psychology

[Program Code: 06948]

A minimum of 90 credits required**Required Course Work**

PSY	600	Research Design I	3.00
PSY	602	Developmental Psychology	3.00
PSY	603	Contemporary Psychological Theories	3.00
PSY	606	Statistics in Psychology I	4.00
PSY	607	Professional Ethics and Standards	3.00
PSY	611	Cognitive and Affective Issues in Psychology	3.00
PSY	613	Social Psychology	3.00
PSY	614	Cross-Cultural Issues in Psychology	3.00
PSY	615	Personality	3.00
PSY	620	Tests and Measurements	4.00
PSY	625	Psychological Assessment I	4.00
PSY	655	Psychopathology I	3.00
PSY	660	Intervention Techniques I	3.00
PSY	671	Dynamic Psychotherapy I	3.00
PSY	676	Psychological Assessment II	4.00
PSY	678	Clinical Neuropsychology	3.00
PSY	700	Research Design II	3.00
PSY	706	Statistics in Psychology II	4.00
PSY	710	Psychotherapy Research	3.00
PSY	755	Psychopathology II	3.00
PSY	771	Dynamic Psychotherapy II	3.00

PSY	779	Data Management	1.00
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Clinical Practice I**One Course Required**

PSY	630A	Introduction to Clinical Interviewing and Practice I	3.00
PSY	630B	Introduction to Clinical Interviewing and Practice I	3.00

Clinical Practice II**One Course Required**

PSY	631A	Introduction to Clinical Interviewing and Practice II	3.00
PSY	631B	Introduction to Clinical Interviewing and Practice II	3.00

Clinical Practice III**One Course Required**

PSY	635A	Advanced Clinical Interviewing III	3.00
PSY	635B	Advanced Clinical Interviewing III	3.00

Clinical Practice IV**One Course Required**

PSY	636A	Advanced Clinical Interviewing IV	3.00
PSY	636B	Advanced Clinical Interviewing IV	3.00

Clinical Practice V**One Course Required**

PSY	691A	Clinical Practice V	3.00
PSY	691B	Clinical Practice V	3.00

Clinical Practice VI**One Course Required**

PSY	692A	Clinical Practice VI	3.00
PSY	692B	Clinical Practice VI	3.00

Clinical Internship

PSY	840	Clinical Internship	0.00
PSY	841	Clinical Internship	0.00

Dissertation Courses

PSY	850	Doctoral Thesis Supervision	3.00
PSY	851	Doctoral Thesis Supervision	3.00
PSY	852	Doctoral Thesis Supervision	3.00
PSY	853	Doctoral Thesis Supervision	3.00
PSY	854	Doctoral Thesis Supervision	3.00
PSY	855	Doctoral Thesis Supervision	3.00

PSY	856	Doctoral Thesis Supervision	3.00
PSY	857	Doctoral Thesis Supervision	3.00
PSY	858	Doctoral Thesis Supervision	3.00

Credit and GPA Requirements

Minimum Credits: 90

Minimum Major GPA: 3.25

M.A. in Psychology

Students enrolled in the M.A. in Psychology receive a mix of theoretical and applied coursework. The program is designed to provide a broad grounding in psychological principles and practice that ready the student for work in related fields or for continued education at the doctoral level.

Admission to the M.A. Program

Applicants to the M.A. program must have completed at least 12 undergraduate credits of psychology, including statistics, with a grade point average of at least 2.75. In addition, they must submit letters of recommendation from two professors. Admission to the M.A. program in no way implies acceptance into the Ph.D. program. Nonetheless, outstanding master's degree candidates are admitted into doctoral courses with the permission of the directors of both programs, and some M.A. graduates are accepted into the Ph.D. program. Both graduate programs are committed to increasing the enrollment of aspiring minority students.

All applicants to the Ph.D. program who were not accepted for admission to the Ph.D. program will have their applications automatically forwarded to the M.A. program for review and possible admission.

M.A. Degree Requirements and Time Limits

The M.A. program is ordinarily completed in one and one half to two years of intensive study. The time limit for the M.A. degree is five years. Candidates must have completed 33 credits, which includes an acceptable thesis (10 courses plus Psychology 709M, Master's Thesis Supervision), or 36 credits (12 courses) and pass a written comprehensive examination. These courses must be successfully completed before registration for the comprehensive examination. Credit for courses taken outside the Department of Psychology must be approved by the master's program director and will be limited to a maximum of six credits.

Curriculum for M.A. Degree

The typical curriculum for the M.A. degree consists of 600-level courses designated by the letter M, which are offered in weekday late afternoon, evening or weekend classes. Some psychology courses are open to both M.A. and Ph.D. students without prerequisite.

M.A., Psychology

[Program Code: 06947]

Core Course Requirements

Twelve (12) Credits Required.

PSY	603M	Contemporary Psychological Theories	3.00
PSY	616M	Statistical and Research Methodology I	3.00
PSY	617M	Statistical and Research Methodology II	3.00
PSY	665M	Professional Issues and Ethics in Psychology	3.00

Psychology Course Requirements

At least twenty-seven (27) credits from psychology masters courses

M.A. in Psychology Non-Thesis Option

Thirty-six (36) total credits required

Non-Thesis Option

Six (6) additional credits in psychology
Written comprehensive examination

M.A. in Psychology Thesis Option

Thirty-three (33) total credits required

Thesis Option

Three (3) credits from psychology 709M

Credit and GPA Requirements

Minimum Credits (Thesis Option): 33

Minimum Credits (Non-Thesis Option): 36

Minimum Major GPA: 3.0

Psychology Courses

PSY 600 Research Design I

An introduction to the basic theories, issues, concepts and constructs of what constitutes sound psychological research. Students are expected to develop the capacity to critically evaluate research, and to formulate research proposals on their own. Students complete a proposal for their second-year research project as part of the course requirement. Prerequisite: Psychology 606

Must be a student in the Doctoral Psychology program

Credits: 3

Annually

PSY 601M Human Sexuality

A survey of sexual behaviors (both normal and deviant), with emphasis on the dynamics of motivations. Developmental aspects – myths, fallacies and taboos associated with sex- and modern concepts based on research and clinical studies are all studied.

Credits: 3

On Occasion

PSY 602 Developmental Psychology

A consideration of developmental issues from empirical research, interpersonal-psychoanalytic theory and cognitive theory. Major theorists discussed include Piaget, Bowlby, and others. The aim of the course is to look at developmental issues from differing points of view and to examine points of convergence and divergence.

Must be a student in the Doctoral Psychology program

Credits: 3

Annually

PSY 603 Contemporary Psychological Theories

A survey of the transformation of psychological thought from nineteenth century philosophy, physiology and medicine to modern psychology as a scientific discipline. Implications for behavioral science and its variety of disciplines and schools of thought are examined with an emphasis on history and systems of current psychological theories.

Must be a student in the Doctoral Psychology program

Credits: 3

Annually

PSY 603M Contemporary Psychological Theories

A survey of the transformation of psychological thought from nineteenth century philosophy, physiology and medicine to modern psychology as a scientific discipline. Implications for behavioral science and its variety of disciplines and schools of thought are examined. Required of all candidates for the M.A. in Psychology.

Credits: 3

Every Semester

PSY 605M Family Dynamics

An examination of the family: its structure and functions, its members and their interactions, the institutions of society that influence it, and how familial pathology is defined and treated.

Credits: 3

On Occasion

PSY 606 Statistics in Psychology I

A look at estimation and hypothesis testing and the power of a test and introduction to parametric statistics, multiple correlations and simple analysis of variance. Three hours lecture; one hour laboratory. Prerequisite: Undergraduate course in psychological statistics.

Must be a student in the Doctoral Psychology program

Credits: 4

Annually

PSY 607 Professional Ethics and Standards

An examination of the broad spectrum of contemporary ethical issues encountered by psychologists as teachers, researchers and practitioners and a forum for increased ethical awareness and analysis. Pass/Fail only.

Must be a student in the Doctoral Psychology program

Credits: 3

Every Fall

PSY 609M Independent Study

Prerequisites: Completion of the 12-credit core, at least one required course in the area of specialization, and other courses as determined by the faculty supervisor.

An opportunity for practicum experience or an independent project for the advanced student. The course and its specific requirements are under the supervision of a faculty member. Successful completion requires submission of a final paper documenting the process and outcome. Requires the permission of the Chair of the Department and the Dean. May be repeated; maximum six credits.

The pre-requisites of PSY 603M, 616M, 617M and 665M are required.

Credits: 3

Every Semester

PSY 611 Cognitive and Affective Issues in Psychology

This course will also examine contemporary issues centering on the intersection of emotion, motivation, and cognition. Topics will include basic research from social, cognitive, and neuroscientific perspectives, as well as research relevant to understanding these topics in an applied context. We will examine core topics in which students will be exposed to essential questions and dimensions about: basic emotions; basic emotions and neuroscience; cognitive appraisals; higher-order cognition (interpretation, judgment, decision making and reasoning); unconscious processes;

repression-dissociation; the intersection of self, culture, and emotion; emotion and cognition in psychotherapy; and other similar topics. The course will draw upon primary sources, and will be conducted in a composite seminar-lecture style that encourages active student participation in integrating the current literature with individual scholarly interests.

Credits: 3

Every Spring

PSY 613 Social Psychology

An analysis of fundamental concepts in interpersonal and group relations, with consideration of the application of social psychology to contemporary human problems; for example, personality development and adjustment, ethnic attitudes and conflicts, social movements, and propaganda.

Credits: 3

Annually

PSY 614 Cross-Cultural Issues in Psychology

An examination of key issues and concepts in cross-cultural psychology as a growing area within psychology. A major goal of the course is to have students gain an appreciation of the impact of cultural factors on attitudes and behavior of those who are recipient of services as well as the service provider. Emphasis is placed on clinical and community psychology constructs and applications. African-American and Latino groups get special attention.

Must be a student in the Doctoral Psychology program

Credits: 3

Annually

PSY 614M Introduction to Consultation and Community Mental Health

This course offers an introduction to the major concepts and strategies of community intervention: situation analysis and case conceptualization, program development and implementation. Emphasis will be placed on community mobilization, collaboration, and program sustainability. Required for specialization in Community-Industrial Psychology.

Credits: 3

On Occasion

PSY 615 Personality Theory

A systematic examination of a variety of theoretical views of personality. Empirical ramifications of such theories and their implications for the psychology of individual differences are considered.

Must be a student in the Doctoral Psychology program

Credits: 3

Annually

PSY 615M Personality

A critical examination of the leading theories of personality, with the purpose of evolving a comprehensive conceptualization. Required for

specialization in Clinical Psychology.

Credits: 3

On Occasion

PSY 616M Statistical and Research Methodology I

A study of how to design and conduct experiments, interpret obtained results, and refine the succeeding design and procedures, as well as how to read and critique a problem, design and execute a small-sample experiment, and interpret and critique the outcome. Required of all candidates for the M.A. in Psychology.

Credits: 3

Every Fall

PSY 617M Statistical and Research Methodology II

This course is the second in the series for Statistical and Research Methodology. See description for PSY 616M (the first in the series). Required of all candidates for the M.A. in Psychology.

The pre-requisite of PSY 616M is required.

Credits: 3

Every Spring

PSY 618M Modalities of Therapeutic Intervention

A discussion of various therapeutic strategies and tactical alternatives in a variety of settings.

Credits: 3

On Occasion

PSY 620 Tests and Measurements

A consideration of the principles of psychometric theory. Issues of test construction, validity and reliability are discussed. Principles of administration, scoring and interpretation of the Stanford-Binet, the Wechsler series, and a survey of personality inventories, occupational tests and neurocognitive tests are covered. Cultural differences related to test biases and performances are covered. Three hours lecture; one hour laboratory.

Must be a student in the Doctoral Psychology program

Credits: 4

Every Fall

PSY 621M Tests and Measurement

An introduction to concepts of psychological test construction and evaluation. Principles of ethical conduct, administration and interpretation are illustrated for standardized tests commonly used in vocational counseling, employment practices and clinical assessment.

Credits: 3

On Occasion

PSY 625 Psychological Assessment I

A study of the basic principles of assessment, including interviewing and psychological testing, with an emphasis on individual differences. Introduction is made to the Rorschach and other projective tests, as well as continued work with neurocognitive tests. Three hours lecture; one hour laboratory. Cultural differences are covered.

Prerequisite: Psychology 620 or its equivalent.

Must be a student in the Doctoral Psychology program

Credits: 4

Every Spring

PSY 630A Introduction to Clinical Interviewing and Practice I

An introduction to clinical interviewing techniques and didactic material across a range of intervention strategies, with a focus on cognitive-behavioral techniques. The seminar also addresses ethical issues in clinical practice and offers students the opportunity to learn through direct practicum experience, role playing or observation of other students clinical experience. The empirical literature on psychotherapy outcome studies is also presented as well as cultural and ethnic factors affecting the clinical process. Issues related to the identification and reporting of child abuse and maltreatment are also addressed. Pass/Fail only.

Must be a student in the Doctoral Psychology program

Credits: 3

Every Fall

PSY 630B Introduction to Clinical Interviewing and Practice I

An introduction to clinical interviewing techniques and didactic material across a range of intervention strategies, with a focus on cognitive-behavioral techniques. The seminar also addresses ethical issues in clinical practice and offers students the opportunity to learn through direct practicum experience, role playing or observation of other students clinical experience. The empirical literature on psychotherapy outcome studies is also presented as well as cultural and ethnic factors affecting the clinical process. Issues related to the identification and reporting of child abuse and maltreatment are also addressed. Pass/Fail only.

Must be a student in the Doctoral Psychology program

Credits: 3

Every Fall

PSY 630M Practica

Supervised experience in an area that relates to students' interests or specialization. On-site experiences are employed during the weekly seminar to focus on students' concerns and basic issues of ethics, theory and practice. Students must find their own placements.

Credits: 3

On Occasion

PSY 631A Introduction to Clinical Interviewing and Practice II

An introduction to clinical interviewing techniques and didactic material across a range of intervention strategies, with a focus on cognitive-behavioral techniques. The seminar also addresses ethical issues in clinical practice and offers students the opportunity to learn through direct practicum experience, role playing or observation of other

students clinical experience. The empirical literature on psychotherapy outcome studies is also presented as well as cultural and ethnic factors affecting the clinical process. Issues related to the identification and reporting of child abuse and maltreatment are also addressed. Pass/Fail only.

Must be a student in the Doctoral Psychology program

Credits: 3

Every Spring

PSY 631B Introduction to Clinical Interviewing and Practice II

An introduction to clinical interviewing techniques and didactic material across a range of intervention strategies, with a focus on cognitive-behavioral techniques. The seminar also addresses ethical issues in clinical practice and offers students the opportunity to learn through direct practicum experience, role playing or observation of other students clinical experience. The empirical literature on psychotherapy outcome studies is also presented as well as cultural and ethnic factors affecting the clinical process. Issues related to the identification and reporting of child abuse and maltreatment are also addressed. Pass/Fail only.

Must be a student in the Doctoral Psychology program

Credits: 3

Every Spring

PSY 631M Practicum

Supervised experience in an area that relates to students' interests or specialization. On-site experiences are employed during the weekly seminar to focus on students' concerns and basic issues of ethics, theory and practice. Students must find their own placements.

Credits: 3

On Occasion

PSY 635A Advanced Clinical Interviewing III

An intensive case seminar taken in conjunction with a two-day per week practicum placement. The seminar uses the practicum experiences to focus on issues in clinical interviewing, therapeutic alliance building, treatment planning and psychotherapy as well as empirically supported therapies. Topical readings related to each of these areas are assigned regularly for discussion as well as cultural and ethnic factors affecting the clinical process. Issues related to the identification and reporting of child abuse and maltreatment are also addressed.

Pass/Fail only.

Must be a student in the Doctoral Psychology program

Credits: 3

Every Fall

PSY 635B Advanced Clinical Interviewing III

An intensive case seminar taken in conjunction with a two-day per week practicum placement. The seminar uses the practicum experiences to focus on issues in clinical interviewing, therapeutic alliance building, treatment planning and psychotherapy as

well as empirically supported therapies. Topical readings related to each of these areas are assigned regularly for discussion as well as cultural and ethnic factors affecting the clinical process. Issues related to the identification and reporting of child abuse and maltreatment are also addressed.

Pass/Fail only.

Must be a student in the Doctoral Psychology program

Credits: 3

Every Fall

PSY 636A Advanced Clinical Interviewing IV

An intensive case seminar taken in conjunction with a two-day per week practicum placement. The seminar uses the practicum experiences to focus on issues in clinical interviewing, therapeutic alliance building, treatment planning and psychotherapy as well as empirically supported therapies. Topical readings related to each of these areas are assigned regularly for discussion as well as cultural and ethnic factors affecting the clinical process. Issues related to the identification and reporting of child abuse and maltreatment are also addressed.

Pass/Fail only.

Must be a student in the Doctoral Psychology program

Credits: 3

Every Spring

PSY 636B Advanced Clinical Interviewing IV

An intensive case seminar taken in conjunction with a two-day per week practicum placement. The seminar uses the practicum experiences to focus on issues in clinical interviewing, therapeutic alliance building, treatment planning and psychotherapy as well as empirically supported therapies. Topical readings related to each of these areas are assigned regularly for discussion as well as cultural and ethnic factors affecting the clinical process. Issues related to the identification and reporting of child abuse and maltreatment are also addressed.

Pass/Fail only.

Must be a student in the Doctoral Psychology program

Credits: 3

Every Spring

PSY 643 Teaching Seminar in Psychology

This course is designed to prepare psychology graduate students for the teaching of psychology at the undergraduate level and as teaching assistants. The course involves syllabus preparation, selection of instructional material, testing, evaluation, and demonstration lectures. Also included in the course is a discussion of classroom management strategies and techniques, as well as other practical and theoretical issues relating to the teaching of psychology.

Credits: 0

Annually

PSY 644M Group Processes and Techniques

An examination of groups and of such group techniques that may be used for treatment,

promotion of growth, or improvement of relationships in diverse settings. The format of the course may be both didactic and experiential. The empirical literature is considered.

Credits: 3

On Occasion

PSY 646 Cognitive Behavior Modification I

An introduction to the theory and practice of behavior modification and cognitive-behavioral modification. Emphasis is placed on the assessment of maladaptive behavior from a cognitive-behavioral perspective and on developing and implementing behavioral and cognitive-behavioral intervention strategies with diverse populations.

The pre-requisite of PSY 646 is required.

Credits: 3

On Occasion

PSY 648M Developmental Psychology I: Childhood and Adolescence

A consideration of issues that concern the development of the individual from conception to late adolescence. Theories of development are surveyed. Attention is given to the impact of biological and social factors that influence the course of development. Required for specialization in Developmental Psychology.

Credits: 3

On Occasion

PSY 655 Psychopathology I

An introduction to the core concepts and major research findings in psychopathology, including how major mental disorders are defined, explained, and classified by the DSM-5. The course will emphasize major etiological and sociocultural factors contributing to these disorders, as well as how to apply these diagnostic categories to clients presenting in clinical practice.

Must be a student in the Doctoral Psychology program

Credits: 3

Every Fall

PSY 655M Psychopathology

A study of the genesis, course, conceptualization, diagnosis and treatment of mental illness. Required for specialization in Clinical Psychology.

Credits: 3

On Occasion

PSY 657 Childhood Psychopathology

A study of the essentials for understanding the diagnosis of childhood psychopathology and its assessment. The empirical literature of a range of diagnostic categories is reviewed as well as the impact of cultural factors. Prerequisite Psychology 655.

Credits: 3

Annually

PSY 658 Psychotherapy of Children

An in-depth study of the theory and practice of

child psychotherapy. Emphasis is on psychodynamic approaches as well as some application of behavioral management and family systems theory. The empirical literature in this area is also examined.

Credits: 3

Annually

PSY 660 Intervention Techniques I

This course is designed to orient students to current theory and research in intervention techniques, including cognitive behavioral models, psychodynamic models, interpersonal models, and humanistic models with a particular emphasis on short-term psychotherapies. This course will elucidate why (or for what purpose) therapists of different orientations use certain intervention techniques as opposed to others and will focus on areas of convergence as well as discrepancies between the various models. Finally, this course will provide an overview of important issues facing contemporary clinical psychologists, including cultural competence, psychotherapy integration, and empirically supported treatments. Corequisite: Psychology 655

Must be a student in the Doctoral Psychology program

Credits: 3

Every Fall

PSY 665M Professional Issues and Ethics in Psychology

A seminar devoted to discussions and the evaluation of various theoretical and practical issues in psychology. Problems of ethics and the roles of the psychologist receive particular attention. Required of all candidates for the M.A. in Psychology.

Credits: 3

Every Fall

PSY 668M Ethnic Cultural, and Minority Issues in Psychology

An examination of the impact upon gender, racial, ethnic, religious and other minorities of stereotyping, discrimination, and efforts to ignore differences or compel uniformity.

Credits: 3

On Occasion

PSY 669M Seminars in Special Topics

Consideration of special areas of interest in psychology at the master's level by intensive study in a seminar format.

Credits: 3

On Occasion

PSY 670M Seminars in Special Topics

Consideration of special areas of interest in psychology at the master's level by intensive study in a seminar format.

Credits: 3

On Occasion

PSY 671 Dynamic Psychotherapy I

This course examines the theory and techniques of dynamic psychotherapy with the neurotic and character disordered individual. The emphasis is on the beginning phase of treatment, the therapeutic alliance, transference, resistance and other key issues in dynamic psychotherapy. While focusing on common principles shared by varied schools of dynamic psychotherapy, we will also look at areas of difference between schools, at empirically supported techniques, and at treatment issues raised by clients with diverse cultural backgrounds. Concurrent supervised experience (Clinical Practice III) is required.

The pre-requisite of PSY 655 is required and the co-requisite of PSY 635A or B is required and is only open to students in the PhD program.

Credits: 3

Annually

PSY 671M Topics In Cognition

This course will study the history and development of Cognitive psychology in the late twentieth century. This course will also review contemporary research on perception, language, concept formation, imagery, and reasoning.

Credits: 3

On Occasion

PSY 672M Forensic Psychology

This graduate course considers a range of topics that are of concern to both psychologists and members of the legal profession. In this course, we will investigate how psychology works with the legal system as social scientists, consultants, and expert witnesses. We will examine how psychological theories, research data, techniques and methods can enhance and contribute to our understanding of the judicial system. In addition to offering an introduction to the field of forensic psychology, this graduate course will focus on: 1) psychological assessment of competency, malingering, and criminal responsibility, 2) jury selection process and jury decision making, and 3) psychological treatment for crime victims and perpetrators.

Credits: 3

On Occasion

PSY 674 Psychology of Gender

A psychological study of the traditional perspectives of gender, the means by which psychologists attempt to study gender, the relationship of gender to traditional issues in psychology, the causes of sex differences and similarities, and how biological and cultural factors influence the development of gender roles and identities.

Credits: 3

On Occasion

PSY 676 Psychological Assessment II

The purpose of this course, which is a continuation of Psychology 625, is to provide participants with the theoretical knowledge and practical skills necessary to conduct an individual, comprehensive

psychological assessment in a mental health setting. Participants will learn about test selection, as well as approaches to working with a multi-method test battery. Tests covered will include cognitive (e.g., WAIS-IV), self-report personality tests (e.g., MMPI-2), and projective (or performance-based) personality tests (e.g., TAT; Rorschach). While participants will learn test administration and scoring, a major goal of the course will be on interpretation and integration of findings in the context of writing a comprehensive report for use in diverse clinical settings. The course will consist of weekly class meetings in a composite lecture-seminar format, and weekly lab meetings. Three hours lecture; one hour laboratory. Prerequisite: Psychology 625

Must be a student in the Doctoral Psychology program

Credits: 4

Annually

PSY 678 Clinical Neuropsychology

An introduction into the interrelation between human biology, physiology, neurology and human behavior. The literature and research concerned with the assessment of organicity or pathology, conceptions of the physiological basis of abnormal behaviors, and related topics are presented.

Must be a student in the Doctoral Psychology program

Credits: 3

Annually

PSY 679 Family Therapy

A study of a variety of conceptual approaches to family therapy. These approaches include, but are not limited to, structural systems theory and object relations approaches to family therapy practice. The empirical literature evaluating such approaches is discussed as are ethnic and cultural differences.

Must be a student in the Doctoral Psychology program

Credits: 3

Annually

PSY 680 Neuropsychological Assessment

An examination of the variety of assessment techniques designed to evaluate and interpret neuropsychological functions. It is recommended that this course follow Psychology 678.

Credits: 3

Annually

PSY 691A Clinical Practice V

An intensive case seminar taken in conjunction with a two to two-and-a-half day per week practicum placement. This advanced seminar utilizes student practicum experiences to focus on more complex clinical issues in psychodynamic psychotherapy primarily through specific clinical case presentations. The empirical literature on clinical supervision is also discussed as are empirically supported therapies. Pass/Fail only

Must be a student in the Doctoral Psychology program

Credits: 3

Every Fall

PSY 691B Clinical Practice V

See the description for Psychology 691A for a full description of this clinical case seminar. Pass/Fail only.

Must be a student in the Doctoral Psychology program

Credits: 3

Every Fall

PSY 692A Clinical Practice VI

This case seminar is a continuation of Psychology 691A. Pass/Fail only

Must be a student in the Doctoral Psychology program

Credits: 3

Every Spring

PSY 692B Clinical Practice VI

This clinical case seminar is continuation of Psychology 691B. Pass/Fail only.

Must be a student in the Doctoral Psychology program

Credits: 3

Every Spring

PSY 699 Second Year Research Project

This seminar may be enrolled in when working on a Second Year Research Project and may be taken only once. Pass/Fail only. The one credit may not be used toward the 90 credits required for graduation.

Credits: 1

On Occasion

PSY 700 Research Design II

This seminar, an extension of Psychology 600, involves a detailed examination of methods used in experimental psychology that have implications for conducting research related to psychodynamic theory and treatment. Drawing upon specific studies in social, cognitive, and clinical psychology, participants will examine a variety of approaches that rely on explicit and/or implicit methods. In doing so, participants will examine different topics, including: self/self-descriptions, object relations, unconscious processes, attachment, and personality. Emphasis is placed on learning practical skills both to assess existing studies, and to develop future studies (including a doctoral dissertation research proposal). Prerequisites: Psychology 600 and 606

Must be a student in the Doctoral Psychology program

Credits: 3

Annually

PSY 701 Seminar and Readings in Contemporary Psychology

The reading and criticism of more recent literature in psychology including significant books and articles on personality, perception, learning theory, theory construction, and application in such fields as development psychology, clinical psychology,

social psychology and personality theory.

Credits: 3

On Occasion

PSY 704 Advanced Personality Theory

A review of a variety of new empirical and theoretical developments in the psychology of personality. Conceptual topics include neo-analytic, cognitive-developmental, and factorial models of personality organization. Study of research in those spheres of personality psychology is central to course work, including examination of the content and methodological issues that are unique to this area of psychology.

Must be a student in the Doctoral Psychology program

Credits: 3

Annually

PSY 706 Statistics in Psychology II

A study of correlation analysis, analysis of variance, analysis of covariance, advanced multiple regression, non-parametric methods and other selected techniques for treatment of data. Three hour lecture; one hour laboratory. Prerequisite: Psychology 606

Must be a student in the Doctoral Psychology program

Credits: 4

Annually

PSY 709M Master's Thesis Supervision

Master's degree candidates receive assistance in completing their theses.

Prerequisite: Permission of the Chair of the Department. Pass/Fail only.

Credits: 3

Every Semester

PSY 710 Psychotherapy Research

An examination of the history of psychotherapy research that focuses on such major topics as therapeutic alliance, alliance ruptures and treatment failures, common versus specific factors, and differential treatment outcome. Significant psychotherapy research studies and programs (e.g., the NIMH depression study), and empirically validated treatments are reviewed. A number of psychotherapy research assessment instruments that measure different change mechanisms in therapy are demonstrated using vignettes of videotaped sessions. Students interested in pursuing psychotherapy research are thus provided some hands-on experience with a number of measures. This course is the equivalent of Research and Design II. Prerequisite: Psychology 600

Must be a student in the Doctoral Psychology program

Credits: 3

Every Fall

PSY 750 Individual Research I

Individual research projects under supervision. Pass/Fail only. Prerequisites: Psychology 600 and 700 or 710.

Credits: 3

Annually

PSY 751 Individual Research II

Individual research projects under supervision. Pass/Fail only. Prerequisites: Psychology 600 and 700 or 710.

Credits: 3

Annually

PSY 755 Psychopathology II

A study of contemporary theory and research in psychopathology with a special emphasis on developmental etiological factors, biosocial contributions, symptom formation and the rationale for different interventions. Psychodynamic and cognitive behavioral theories are emphasized as is the interaction of psychopathology with cultural factors. Discussion of the literature related to the DSM is also considered.

Prerequisite: Psychology 655

Credits: 3

Every Spring

PSY 760 Ego Functions

A focus on the definition of the major ego functions as described in psychoanalytic literature. Those functions include reality testing, impulse control, defensive functioning, object relations and synthesis. Emphasis is given to assessment, therapeutic implications and empirical research.

PSY 771 Dynamic Psychotherapy II

A study of the way in which principles of psychodynamic psychotherapy may be applied to severe psychopathology and to short-term therapies. The application of such principles to the psychoses, and borderline conditions is discussed. The empirical literature related to such psychotherapeutic issues is discussed as are the interactions with cultural and ethnic factors. Empirically supported therapies for these more severe disorders are also discussed. Concurrent supervised clinical practice is required.

Must be a student in the Doctoral Psychology program

Credits: 3

Annually

PSY 775 Seminars in Special Topics

An intensive study in special areas of interest in Clinical Psychology (not necessarily the same topics each year). Examples of topics are computer research technology, brain and behavior relationships, psychopharmacology, issues of social stress, special statistical techniques, and the study of anxiety. One to three credits each semester. Offered every semester

Must be a student in the Doctoral Psychology program

Credits: 3

Annually

PSY 776 Special Topics

An intensive study in special areas of interest in

Clinical Psychology (not necessarily the same topics each year). Examples of topics are computer research technology, brain and behavior relationships, psychopharmacology, issues of social stress, special statistical techniques, and the study of anxiety.

Credits: 1 to 3

On Occasion

PSY 777 Special Topics

An intensive study in special areas of interest in Clinical Psychology (not necessarily the same topics each year). Examples of topics are computer research technology, brain and behavior relationships, psychopharmacology, issues of social stress, special statistical techniques, and the study of anxiety. One to three credits.

Credits: 3

On Occasion

PSY 779 Special Topics

An intensive study in special areas of interest in Clinical Psychology (not necessarily the same topics each year). Examples of topics are computer research technology, brain and behavior relationships, psychopharmacology, issues of social stress, special statistical techniques, and the study of anxiety. One to three credits each semester.

Must be a student in the Doctoral Psychology program

Credits: 1 to 3

On Occasion

PSY 840 Clinical Internship

Each candidate for the doctorate in clinical psychology must spend one year full-time or two years half-time as an intern in an approved installation, such as a mental hospital or mental hygiene clinic. Services performed concentrate on diagnostic testing and staff conferences, and supervised individual or group psychotherapy. Pass/Fail only. No credit. This course has an additional fee.

Credits: 0

Every Fall

PSY 841 Clinical Internship

Each candidate for the doctorate in clinical psychology must spend one year full-time or two years half-time as an intern in an approved installation, such as a mental hospital or mental hygiene clinic. Services performed concentrate on diagnostic testing and staff conferences, and supervised individual or group psychotherapy. Pass/Fail only. No credit. This course has an additional fee.

Credits: 0

Every Spring

PSY 842 Second-Year Internship

Available to those students who wish to pursue a second year of clinical internship. Not required for the doctorate. Pass/Fail only. No credit.

Prerequisite: PSY 840-841. This course has an additional fee.

Credits: 0
Every Fall

PSY 843 Second-Year Internship

Available to those students who wish to pursue a second year of clinical internship. Not required for the doctorate. Pass/Fail only. No credit.

Prerequisite: PSY 840-841. This course has an additional fee.

Credits: 0
Every Spring

PSY 849A Dissertation Topic Seminar

Students develop the conceptual rationale and methodology for their dissertation topics. Each student has the opportunity to present his or her own research proposal, to receive feedback from other students and the instructor, and to critique the proposals of other students. Students may register for this course for one or more semesters. Required of those students in their fourth year who are not yet in dissertation committee. Pass/Fail only. Psychology 849A offered every Fall; Psychology 849B offered every Spring; Psychology 849C offered every Summer.

Credits: 3
Every Fall

PSY 849B Dissertation Topic Seminar

Students develop the conceptual rationale and methodology for their dissertation topics. Each student has the opportunity to present his or her own research proposal, to receive feedback from other students and the instructor, and to critique the proposals of other students. Students may register for this course for one or more semesters. Required of those students in their fourth year who are not yet in dissertation committee. Pass/Fail only. Psychology 849A offered every Fall; Psychology 849B offered every Spring; Psychology 849C offered every Summer.

Credits: 3
Every Spring

PSY 849C Dissertation Topic Seminar

Students develop the conceptual rationale and methodology for their dissertation topics. Each student has the opportunity to present his or her own research proposal, to receive feedback from other students and the instructor, and to critique the proposals of other students. Students may register for this course for one or more semesters. Required of those students in their fourth year who are not yet in dissertation committee. Pass/Fail only.

Credits: 1
On Occasion

PSY 850 Doctoral Thesis Supervision

Each doctoral candidate conducts doctoral thesis research under the guidance of a committee, which may be a standing committee or one assembled with consent of the clinical director. The enrollment and fee for this course registration is repeated as long as the study is in active progress.

Pass/Fail only.

Credits: 3
Annually

PSY 851 Doctoral Thesis Supervision

Each doctoral candidate conducts doctoral thesis research under the guidance of a committee, which may be a standing committee or one assembled with consent of the clinical director. The enrollment and fee for this course registration is repeated as long as the study is in active progress. Pass/Fail only. Students receive an Incomplete until the dissertation is completed.

Credits: 3
Annually

PSY 852 Doctoral Thesis Supervision

Each doctoral candidate conducts doctoral thesis research under the guidance of a committee, which may be a standing committee or one assembled with consent of the clinical director. The enrollment and fee for this course registration is repeated as long as the study is in active progress. Pass/Fail only. Students received an Incomplete until the dissertation is completed.

Credits: 3
Every Fall and Spring

PSY 853 Doctoral Thesis Supervision

Each doctoral candidate conducts doctoral thesis research under the guidance of a committee, which may be a standing committee or one assembled with consent of the clinical director. The enrollment and fee for this course registration is repeated as long as the study is in active progress. Pass/Fail only. Students receive an Incomplete until the dissertation is completed.

Credits: 3
Every Fall and Spring

PSY 854 Doctoral Thesis Supervision

Each doctoral candidate conducts doctoral thesis research under the guidance of a committee, which may be a standing committee or one assembled with consent of the clinical director. The enrollment and fee for this course registration is repeated as long as the study is in active progress. Pass/Fail only. Students receive an Incomplete until the dissertation is completed.

Credits: 3
Every Fall and Spring

PSY 855 Doctoral Thesis Supervision

Each doctoral candidate conducts doctoral thesis research under the guidance of a committee, which may be a standing committee or one assembled with consent of the clinical director. The enrollment and fee for this course registration is repeated as long as the study is in active progress. Pass/Fail only. Students receive an Incomplete until the dissertation is completed.

Credits: 3
Every Fall and Spring

PSY 856 Doctoral Thesis Supervision

Each doctoral candidate conducts doctoral thesis research under the guidance of a committee, which may be a standing committee or one assembled with consent of the clinical director. The enrollment and fee for this course registration is repeated as long as the study is in active progress. Pass/Fail only. Students receive an Incomplete until the dissertation is completed.

Credits: 3
Every Fall and Spring

PSY 857 Doctoral Thesis Supervision

Each doctoral candidate conducts doctoral thesis research under the guidance of a committee, which may be a standing committee or one assembled with consent of the clinical director. The enrollment and fee for this course registration is repeated as long as the study is in active progress. Pass/Fail only. Students receive an Incomplete until the dissertation is completed.

Credits: 3
Every Fall and Spring

PSY 858 Doctoral Thesis Supervision

Each doctoral candidate conducts doctoral thesis research under the guidance of a committee, which may be a standing committee or one assembled with consent of the clinical director. The enrollment and fee for this course registration is repeated as long as the study is in active progress. Pass/Fail only. Students receive an Incomplete until the dissertation is completed.

Credits: 3
Every Fall and Spring

SOCIAL SCIENCE

Professor Lester Wilson (History) Director
(718) 488-1041; lester.wilson@liu.edu
Professors Halbert Barton (Anthropology), Hildi Hendrickson (Anthropology), Gustavo Rodriguez (Economics), Stacey Horstmann Gatti (History), Kimberly Faith Jones (History), Nicolas Agriat (History), Simon Sheppard (Political Science), Paul Ramirez (Psychology), Haesook Kim (Sociology), Jose Sanchez (Urban Studies)

M.S. in Social Science

LIU's multidisciplinary graduate social science program is designed for professionals seeking to enhance their career opportunities within their respective fields. Students receive a Master of Science in Social Science degree following completion of twelve courses (thirty-six credits) in a variety of related disciplines. Depending on a student's particular career aspirations, a course of study, determined in consultation with the program director, will provide the appropriate academic and analytical background for professionals in the chosen field.

M.S., Social Science

[Program Code: 06953]

Degree requirements are as follows:

1. Twelve credits (four courses) in a social science (anthropology, economics, history, political science, psychology, sociology, urban studies);
2. Six credits (two courses) in a second social science;
3. Fifteen credits (five courses) in electives
4. Three credits in research methods or statistics;
5. Comprehensive exam.

Social Science courses are included in their respective graduate department listings: Economics, History, Psychology, Public Administration, Political Science and Urban Studies.

Credit and GPA Requirements

Minimum Credits: 36

Minimum Major GPA: 2.75

Social Science Courses

SSC 512 Readings in the Social Sciences

Intensive readings in themes in the social sciences. Focus is on such global issues as religion, race and racial attitudes, class, and social change.

Credits: 3

Annually

SSC 553 World Social Development

A consideration of the world social situation, including such subjects as health, food and nutrition, housing and urban planning, education, employment, and social development in developing areas.

Credits: 3

Cross-Listings: PM 769, SOC 553, SSC 553

Every Spring

SSC 611 Independent Study

Prerequisite: Approval of the Department

Credits: 3

On Demand

SSC 707 Thesis Supervision

The selection, supervision and completion of the thesis topic. Pass/Fail only. Three credits per semester.

Credits: 3

Every Semester

SSC 708 Thesis Supervision

The selection, supervision and completion of the thesis topic. Pass/Fail only. Three credits per semester.

Credits: 3

Every Semester

SOCIOLOGY

Professor Ali

Professors Emeriti Carden, Hittman, Rosenberg
Associate Professors Hendrickson (Chair), Kim,
Barton, Juwayeyi

Associate Professor Emeriti Gritzer, Harwood

Assistant Professor Emeritus Sherar

Adjunct Faculty: 8

The Master of Arts degree in Sociology is not offered at this time, but graduate courses in sociology are offered as part of other departments and programs including the United Nations Graduate Program, Urban Studies and Social Science.

Sociology Courses

SOC 526 Asian Cinema

A focus on cinema as a unique cultural product in which artistic sensibilities are mobilized to address, and thus reflect, significant aspects of contemporary society. Through a range of feature films from the region, this course examines these cultural products as collective expressions of some enduring concerns in modern Asian societies.

The pre-requisite or co-requisite of MA 500 or MA 800 is required.

Credits: 3

Cross-Listings: MA 533, SOC 526

On Occasion

SOC 553 World Social Development

A consideration of the world social situation, including such subjects as health, food and nutrition, housing and urban planning, education, employment, and social development in developing areas.

Credits: 3

Cross-Listings: PM 769, SOC 553, SSC 553

Every Spring

SOC 601 Reading in Sociology

Independent reading, research and study under the guidance of a sociology faculty member; topic to be mutually agreed upon in advance.

Credits: 3

On Occasion

SOC 651 Urban Economics

An analysis of economic problems arising in the modern urban areas of the United States.

Discussion centers around the causes of such problems and possible alternative solutions.

Relationships among city and state governments and the federal government receive due consideration.

Credits: 3

Cross-Listings: ECO 651, PM 788, SOC 651,

URB 651

On Occasion

SOC 654 Methods of Social Research

An examination of the range of research methods employed in social science. Topics include selection of research designs, sampling and data collection, quantitative and qualitative approaches, statistics and the ethics of social research. Students are expected to apply such research strategies throughout the semester.

Credits: 3

On Occasion

SPEECH-LANGUAGE

PATHOLOGY

See Communication Sciences and Disorders.

**UNITED NATIONS
GRADUATE PROGRAM**

Lester N. Wilson, Ph.D., Director
(718) 488-1041; lester.wilson@liu.edu
Rainer Braun, Ph.D., Freie Universität Berlin;
Qazi Shaukat Fareed, Ambassador and
Permanent Observer to the United Nations,
Parliamentary Assembly of the Mediterranean;
Phyllis J. Lee, Secretary, High-Level Committee
on Programmes, UN System Chief Executives
Board ret.; **Joseph J. Stephanides**, Director,
Security Council Affairs Division, U.N.
Secretariat, ret.; **James Sutterlin**, Director, Office
of the UN Secretary-General ret..

**The Institute for the Study of International
Organizations**

The Institute for the Study of International Organizations builds on the unique instructional methodology and specialized research conducted in the United Nations Advanced Certificate Program and its related master's degree opportunities and provides for further development of advanced studies and research in international organizations. The Institute coordinates research projects dealing with the United Nations system and nongovernmental organizations, with regional organizations, and with other international groupings.

**United Nations Advanced
Certificate Program and
Related Master Degree Options**

The United Nations Advanced Certificate offers a unique opportunity to students seeking to enter or advance in careers in international organizations or related institutions. Because of the exceptional nature of the program, it appeals to students from a variety of disciplines—communications, health, education, political science, economics, etc. The student body reflects a mix of mid-career professionals, UN staffers, members from permanent missions and traditional graduate students.

The 24-graduate credit program combines an extensive study of the UN system and the specialized agencies, funds and programs that constitute the UN System with rigorous individualized research into its range of functions and activities ranging from peace and security to human rights and development.

In addition to the United Nations Advanced Certificate, the student has the option of completing either a Master of Science in Social Science, a Master of Arts in Political Science, or a Master of Public Administration. All UN Program courses may be applied to the particular master's degree program selected.

Advanced Certificate, United Nations

[Program Code: 84578]

Core: Twelve (12) Credits Required.

POL	642	International Organization, The United Nations and Affiliated Agencies	3.00
HIS	632	The World Since 1945	3.00
UN	710	Research Methods	3.00
UN	711	Research Seminar	3.00

Twelve (12) Credits of Electives Required.

ELECTIVE COURSES (Offered on Occasion)

ECO	626	Problems of Economic Development	3.00
ECO	661	International Economic Relations	3.00
HIS	626	The United States since 1914	3.00
POL	547	International Human Rights	3.00
POL	605	Conflict Resolution	3.00
POL	640	Public International Law	3.00
POL	670	Politics of Developing Nations	3.00
SOC	553	World Social Development	3.00
SOC	606	Sociology of Population and Demography	3.00
UN	691	Global Issues and Interdependence	3.00
UN	692	Modern Diplomacy	3.00
UN	694	Management of International Organizations	3.00
UN	695	Statistics for the Social Scientist	3.00
UN	700	Independent Study	3.00
UN	701	The United Nations and Human Security	3.00
UN	704	Issues in International Labor 1919 - Present	3.00
UN	706	International Humanitarian Assistance	3.00
UN	707	Population Displacement and Migration	3.00
UN	708	Seminar, Non-Governmental Organizations	3.00
UN	709	Seminar, Issues in International Ethics	3.00

UN	712	Advanced Seminar: Topics to be Determined	3.00
UN	713	The UN and Preventive Diplomacy	3.00
UN	714	UN and International Security: Disarmament and Non-Proliferation	3.00
UN	715	Seminar: The United Nations and Peacebuilding	3.00
UN	717	The United Nations and Global Terrorism	3.00
UN	798	Internship in NGO's, Field Experience in Central America	3.00
UN	799	Internship in International Organizations	3.00

Credit and GPA Requirements

Minimum Credits: 24

Minimum Major GPA: 2.75

United Nations Courses

UN 692 Modern Diplomacy

A comprehensive overview of contemporary international diplomacy considered as art, science, craft, practice, institution and process. Topics of discussion include the nature and development of diplomacy; diplomatic practice, methods, and techniques; types of diplomacy (with special emphasis on multilateral diplomacy); diplomatic privileges and immunities; the role and function of diplomats; the diplomat as a foreign affairs professional; and the contribution of diplomacy toward maintaining world order.

Credits: 3

On Occasion

UN 694 Management of International Organizations

A focus on structural and managerial issues within international organizations and an examination of the tools needed to function within such an environment.

Credits: 3

Cross-Listings: PM 761, UN 694

On Occasion

UN 700 Independent Study

Development of selected topics, in conjunction with faculty adviser.

Prerequisite: Approval of the Department.

Credits: 3

On Occasion

UN 701 The United Nations and Human Security

The course will focus on such global/cross border and interrelated threats as poverty, population growth and migration, global warming, energy and water scarcity, "failed states," terrorism and weapons of mass destruction and the denial of human rights. The "new dimensions" of these threats to human security will be explored and assessed, along with the range of global governance instruments that might be used by the international community to meet the challenges that they pose.

Credits: 3

On Occasion

UN 706 International Humanitarian Assistance

A review of the evolution of the concept and practice of humanitarian assistance. The course covers the interface between humanitarian assistance and peacekeeping operations, the continuum between emergency assistance and economic/social development, the role of humanitarian assistance in peace building, the role of nongovernmental organizations in the provision of humanitarian assistance, and the evolving international legal concepts of dealing with the right to humanitarian assistance. The course focuses on case studies of actual emergency assistance operations.

Credits: 3

Annually

UN 708 United Nations Nongovernmental Organizations

A study of the premises and functions of private voluntary organizations in the UN non-governmental organizations (NGO) structure. Student-initiated research in the functions of selected groups of NGOs is conducted. Multi-disciplinary and analytical discussions of research progress reports on NGO activities and interactions with international organizations are held.

Credits: 3

Annually

UN 710 Research Methods

An introduction to research techniques in the social sciences. Students are required to research a major function or principal concern within the UN system. Based on their research, students make formal presentations and defend policy proposals drawn from their research.

Credits: 3

Annually

UN 711 Research Seminar

Cornerstone of the United Nations Program, a research seminar that provides training in policy making and requires preparation of a major study on a specific area of UN operations. Students write a research paper on a major function or principal concern within the UN system.

Credits: 3

Annually

UN 712 Advanced Seminar

An exploration of selected United Nations issues through intensive study in a seminar format.

Credits: 3

On Occasion

UN 713 The UN and Conflict Prevention

This seminar will explore the role of the United Nations in conflict prevention. More specifically, drawing from history and on the basis of case material, the seminar will seek to explain the concept and evolving practice of prevention by the United Nations with particular attention to the institutions involved and the modalities and impact of their interventions.

Credits: 3

On Occasion

UN 715 The UN and Peacebuilding

This seminar will examine the role of the United Nations in peacebuilding, with specific reference to selected problem areas in developing countries.

Credits: 3

On Occasion

UN 716 United Nations and The Middle East

The seminar will examine events that led to the initial involvement and continued engagement of the United Nations in the Middle East. Starting with the Balfour Declaration through the independence of Israel followed by the various

Security Council and General Assembly resolutions on the situation to the present "road map," students will explore the role of the United Nations in the Israel/Palestine question. The seminar will also discuss impact of the Gulf War, recent intervention in Iraq, and current challenges facing the United Nations in the fields of democratization, disarmament, and human rights in the region.

Credits: 3

On Occasion

UN 717 United Nations and Global Terrorism

This course explores these questions with particular attention to the novel features of the threat posed by terrorism to international peace and security, the effectiveness of applicability of traditional models and mechanisms for dealing with the security challenges posed by terrorism and addressing its root causes, and what can be done through the United Nations to contain and suppress terrorism.

Credits: 3

On Occasion

UN 798 Internship in Non-Governmental Organizations: Field Experience in Central America

This course is designed to provide direct exposure to what it means to represent the United Nations abroad. The Chair of the UN DPI/NGO Executive Committee formally designates students as ambassadors on the Committee's behalf to recruit NGOs for association with the UN Department of Public Information. Students work closely as a team in preparing all aspects of the field trip, including hosting a major event with the participation of the heads of 60 or more NGOs and hosting bilateral meetings with NGO's at their headquarters and/or visiting their projects. Students work closely with the UN Country Team, whose Resident Coordinator opens the recruitment event, and research its in-country programs. Students learn about the national priorities of the country and, dependent upon the interest of the Government, also meet with government officials, at the hosted event and/or separately. The student is also expected to keep a log of all fieldwork experience and contribute to a formal report to be submitted to the DPI/Executive Committee, the UN Country Coordinator and the NGOs recruited for association.

Credits: 3

On Demand

UN 799 Internship in International Organizations

Course designed to provide direct exposure to and experience in the work of a UN department or UN-related agency. Student engages in a supervised placement activity; expected to meet at least once every two weeks with a faculty coordinator. Student is expected to keep a log of field work experiences and complete a seminar-length paper analyzing a specific problem of the agency or department.

Credits: 3

On Demand

URBAN STUDIES PROGRAM

718-488-1057

Professors: Dorinson (History), Jose R. Sanchez (Political Science), Wilson (History)
Associate Professor: Kim (Sociology)
Adjunct Faculty: 4

The Urban Studies Program provides students with a behind-the-scenes look at urban administration, economics, government, history, management, planning and sociology. It offers a comprehensive curriculum for administrators, economists, managers and planners in unrelated fields, who are interested in career change or in working in urban agencies, in addition to those already employed in the field, who lack the academic credentials needed to advance professionally.

Faculty members are experts in their areas of specialization and provide fascinating insight and an insider's perspective into the daily business, politics and economics of urban life and administration. Guest lecturers from public and private agencies visit the classroom often, offering their commentary on a wide range of urban-related topics.

M.A. in Urban Studies

The M.A. in Urban Studies provides a general and technical understanding of the metropolis, surrounding regions and world urbanization for persons interested in such areas as administration, economics, government, history, housing, management, planning, geographic information systems and sociology.

The program's faculty members are drawn from the fields of urban studies, economics, history, political science and sociology. They include adjunct faculty selected for their knowledge and experience in professional practice in such matters as administration, management, geographic information systems (GIS) and planning. Guest lecturers from public and private agencies also contribute to courses that deal with specialized subjects.

The program will interest persons who have varied interests and experiences: those seeking new career paths in such fields as administration, management, planning and public history; those working in a city or suburban agency but without previous concentrated academic education in the field; those seeking an intermediate degree as a stepping-stone to further academic or professional goals; and those interested in a graduate degree in urban studies with elective courses exploring various aspects of the metropolis including Brooklyn studies, city planning, community planning and New York City history.

The master's program in urban studies is mostly an evening program and is designed for

working professionals as well as part-time and full-time students. It offers a multidisciplinary graduate course of study leading to a Master of Arts in Urban Studies. Courses at the 500-level are available to qualified undergraduates in their junior and senior years.

The M.A. in Urban Studies is more than a narrow professional degree. It provides a broad exposure to the essential elements of urban studies while developing skills in writing, research and critical analytical thinking that prove necessary and valuable in a wide range of professional fields. Graduates can look forward to a wide range of career opportunities. Planning and GIS skills are always in demand by government and non-profit organizations as well as private companies. There are also many opportunities in real estate, education, non-profit management, economic development, international development, neighborhood/community development, health care, social services, and public administration.

Admission to Degree Program

Applicants to the program leading to the Master of Arts in Urban Studies, must meet these requirements:

- Have a bachelor's degree or its equivalent
- Have at least 24 semester hours of advanced undergraduate work in the social sciences (economics, history, political science, psychology, sociology and anthropology) or the equivalent.
- Students who were not undergraduate social science majors must have at least a B- undergraduate average in such required social science courses as have been taken and may be required to take up to 12 credits of undergraduate courses, which will not be credited toward the degree, in order to compensate for any deficiencies in preparation.

MA Urban Studies

[Program Code: 06962]

Major Requirements:

Of the following courses only one is required:

HIS/	504	The Development of the	3.00
URB		American Metropolis	
HIS/	583	The History of the City of	3.00
URB		New York	

Of the following courses only one is required:

PM	781	Urban Government and	3.00
POL	604	Politics	
URB	604		
URB	601	Capital Cities and	3.00
		Politics: Comparative	
		International Urbanization	

Of the following courses only one is required:

PM	787	The Role of Ethnicity in	3.00
URB	608	the Metropolis	
PM	795	Race Relations and	3.00
SOC	666	Intergroup Tensions	
URB	666		

Of the following courses only one is required:

PM	783	Principles and Practices	3.00
URB	614	of City Planning	
URB	629	Community Planning and	3.00
		Metropolitan Economic	
		Development	

Of the following courses only one is required:

ECO	507	Quantitative Methods for	3.00
SOC		the Social Sciences	
URB			
PM	780	Computer Technology	3.00
URB	605	Application to	
		Metropolitan Affairs	
SSC	511	Theories, Ethics and	3.00
URB		Applications of Research	
		Across Social Science	
		Disciplines	
URB	7071	Metropolitan Areas	3.00
		Research Methods	
		Seminar	

- A maximum of 6 credits are permitted of appropriate graduate work in related disciplines for the MA in Urban Studies.
- 18 credits in urban studies electives (6 credits permitted outside urban studies, by permission of the chair)

Students choose either Option A (Thesis) or Option B (Project)

Options A and B: The following courses are required:

URB	7072	Metropolitan Thesis and	3.00
		Project Research Seminar	
URB	708	Thesis and Project	3.00
		Seminar	

Credit and GPA Requirements

Minimum Credits (Thesis Option): 36

Minimum Credits (Project Option): 36

Minimum Major GPA: 3.0

Urban Studies Courses

URB 500 Introduction to Urban Theory

An introductory course that centers on readings in urban history and sociology in order to give graduate students a grasp of the language and literature of urban studies.

Credits: 3

Alternate Years

URB 503 Brooklyn's Community Tradition

A focus on the growth of Brooklyn in terms of such specific communities as Brooklyn Heights, Brownsville, Flatbush, Fort Greene and Park Slope. Special emphasis is given to noted architectural and environmental features of those communities.

Course is supplemented by guided walking tours of related neighborhoods.

Credits: 3

Every Summer

URB 504 The Development of the American Metropolis

A study of the development of the American metropolis from the period of earliest settlement to today. Special emphasis is placed on the relationship of physical development to the various factors that affect urban growth and change. (Same as History 504)

Credits: 3

Cross-Listings: HIS 504, URB 504

Alternate Years

URB 506 The Geography of New York City

A field-based course that explores the relationships between the physical, economic and social geography of the city's development.

Credits: 3

On Occasion

URB 510 State Violence and Terrorism

An examination of individual terrorism - its origins and theories offered to explain it - and the forms of state coercion known as state terror, which is often prompted by perceived domestic or foreign threats to survival, authority or national interest. The role of surveillance and security in urban areas are also explored. Underlying conditions such as civil strife, separatist movements, racial cleavages and ideological rationales are examined. Examples of both categories of terrorism are drawn from history and from different world regions and are analyzed via theories learned in the course.

Credits: 3

Cross-Listings: POL 510, URB 510

On Occasion

URB 550 The Ghetto from Venice to Harlem

An intensive examination of the primary and secondary literature on a modern phenomenon: the ghetto. The course is intended to give students a broad understanding of the physical uses and processes of ghettoization on an international scale. The course also examines the racial, religious and

cultural ideologies that govern ghettos.

Credits: 3

On Occasion

URB 560 The City through Film

An examination of how film has shaped the public's view of the city as well as the role the city has played in film. Particular films are screened and analyzed.

Credits: 3

Alternate Years

URB 583 The History of the City of New York

A chronological and topical review of the political and social development of New York City from Dutch settlement to the present. Emphasis is placed on the development of the city as a great financial, intellectual and cultural center.

Credits: 3

Cross-Listings: HIS 583, URB 583

On Occasion

URB 601 Capital Cities and Politics: Comparative International Urbanization

An examination of the political, physical, economic, social and cultural aspects of urbanization as a worldwide development, with particular emphasis on selected great cities and their regions and on regional urban/suburban interaction. (Same as Political Science 601)

Credits: 3

Alternate Years

URB 603 Urban Ministry

An historical and sociological course on the special role of religious institutions in cities. A broad range of literature exposes students to the religious ideologies and movements that have responded to and defined urban problems.

Credits: 3

On Occasion

URB 604 Urban Government and Politics

A study of the management and organization of American cities; politics and changing constituencies; and the impact on community participation, city management and mayoralty. (Same as Urban Studies 604 and Public Administration 781).

Credits: 3

Cross-Listings: PM 781, POL 604, URB 604

On Occasion

URB 605 Computer Technology Application to Metropolitan Affairs

The use of computer technology in metropolitan matters. An overview of general applications with specific attention to geographic information systems.

Credits: 3

Cross-Listings: PM 780, URB 605

On Occasion

URB 608 The Role of Ethnicity in the Metropolis

A consideration of the roles played by some of New York City's ethnic, cultural and national groups in the development of urban neighborhoods.

Credits: 3

Cross-Listings: PM 787, URB 608

On Occasion

URB 619 Planning in Developing Nations

An exploration of the social, environmental and cultural elements of the comprehensive planning process at various levels of government in developing nations.

Credits: 3

On Occasion

URB 623 Independent Research

Selection and completion of a research project, under the supervision of a faculty member.

Requires approval by individual faculty and chair.

Credits: 3

On Demand

URB 624 Independent Research

Continuation and completion of a research project, under the supervision of a faculty member.

Requires approval by individual faculty and chair.

Credits: 3

On Demand

URB 629 Community Planning and Metropolitan Economic Development

A study of the principles and systems of community planning as methods of sustaining and promoting economic growth. The course includes selected topics such as community boards, government and private agencies and departments, zoning, special legislation, and programs pertaining to economic incentives.

Credits: 3

On Occasion

URB 651 Urban Economics

An analysis of economic problems arising in the modern urban areas of the United States.

Discussion centers around the causes of such problems and possible alternative solutions.

Relationships among city and state governments and the federal government receive due consideration.

Credits: 3

Cross-Listings: ECO 651, PM 788, SOC 651, URB 651

On Occasion

URB 680 Education Issues for Inner-City Family

This course explores the ability of New York City to adapt its educational policy to the growing economic and cultural diversity of its student population. The course's literature and assignments allow for an in-depth exploration of social and educational issues facing urban families and schools.

Credits: 3

On Occasion

URB 708 Thesis and Project Seminar

Completion of a master's thesis or project, research and writing of the thesis or development and

presentation of the project. Pass/Fail only.

Prerequisite: URB 7072 and Departmental permission.

Credits: 3

Annually

URB 7072 Metropolitan Thesis and Project Research Seminar

Development of a research thesis or terminal project proposal, use of urban methods, demographic and other data, bibliographical research, research design, as well as writing and presentation process. Prerequisite: Departmental permission.

Credits: 3

Annually

SCHOOL OF BUSINESS, PUBLIC ADMINISTRATION AND INFORMATION SCIENCES

The School of Business, Public Administration and Information Sciences at LIU Brooklyn prepares students for professional careers in business and government. In addition to excellence in teaching, the depth and variety of academic study options and professional enrichment offerings combine to create a dynamic learning environment that provides students with the stimulation, networking opportunities, diversity and inspiration required for true academic success and professional development. Students are engaged and challenged by an internationally recognized faculty. Small classroom environments allow students to better gain knowledge, skills and ethical values in their study areas, as well as to develop the ability to evaluate current and emerging global issues and opportunities. Students' experiential learning includes multidisciplinary teamwork, case studies and consulting projects, all of which help our students gain national recognition and placement in top firms and government agencies.

The School of Business, Public Administration and Information Sciences offers the degrees of Associate in Applied Science in Business Administration; Bachelor of Science in Accounting, Computer Science, Entrepreneurship, Finance, Healthcare Management, Management (available with a concentration in Human Resource Management), Marketing, and Technology Management; Bachelor of Science/Master of Science in Accounting; Master of Business Administration (M.B.A.) in Accounting; Master of Business Administration (M.B.A.) with concentrations in Entrepreneurship, Finance, International Business, Human Resource Management, Management, Management Information Systems, and Marketing (the MBA is also available as a cohorted accelerated One-Year MBA for all concentrations); Master of Science in Accounting, Computer Science, Human Resource Management, and Taxation; Master of Public Administration (M.P.A.) with specializations in Public Administration and Health Administration; Advanced Certificates in Gerontology Administration, Human Resource Management and Non-profit Management; and a collaborative program leading to the United Nations Advanced Certificate and Master of Public Administration.

Undergraduate programs in the School of Business, Public Administration and Information Sciences lead to the Bachelor of Science and the Associate in Applied Science. The Bachelor of Science/Master of Science leads to the Master of Science Degree. The School consists of four academic units, of which three offer undergraduate and dual degrees: Department of Finance, Law, Accounting, and Taxation; Department of Technology, Innovation, and Computer Science; and Department of Managerial Sciences. These departments offer minors which are available to all LIU Brooklyn students. Students may choose one of the following minors: Accounting, Business, Computer Science, Entrepreneurship, Fashion Merchandising, Finance, Healthcare Management, Human Resource Management, Management, Marketing, and Technology.

For information, please contact the Dean's Office at 718-488-1130, fax 718-488-1125, email us at business@brooklyn.liu.edu, or visit the website at www.liu.edu/brooklyn/business.

Edward Rogoff

Dean

edward.rogoff@liu.edu**Dr. Abe D. Tawil**

Associate Dean of Innovation

abe.tawil@liu.edu**Linette Williams**

Assistant Dean

linette.williams@liu.edu**Kara Heffernan**Assistant Dean of Curriculum and
Special Programskara.heffernan@liu.edu

Mission Statement

The School of Business, Public Administration, and Information Sciences at LIU Brooklyn is dedicated to advancing scholarship and preparing our diverse student population to meet the challenges of their future. Located in the heart of Brooklyn, New York, we have been both tightly connected to and reflective of our community for almost 100 years, embracing LIU's overarching mission of *access* and *excellence*.

Our mission is to provide a transformational educational experience for our students based on the following principles:

- Our programs are *relevant*. Our faculty maintains close ties to practice and are continually updating their skills to keep up with our students' needs. Our courses apply theory to practice and provide a wide variety of experiential learning opportunities.
- We teach our students to be *entrepreneurial*- they learn to create value in society through creativity and innovation.
- We believe in *ethical* professional practices and are committed to public and community service.
- We believe that all students have *value*. We foster close ties between faculty and students through small class sizes and faculty availability.

By following these principles, we produce graduates with:

- Marketable skills that lead to successful job placement and productive careers.
- Critical thinking and problem solving abilities that make them into lifelong learners.
- A commitment to ethics and civic responsibility that makes them solid global citizens.

Vision

In order to execute on our mission, we aspire to the following:

- We will be a *school of choice*- our culture, faculty and programs will differentiate us from our competition so that students make a deliberate choice to enroll here.
- We will act *entrepreneurially* to constantly re-evaluate our programs and curricula and seek opportunities to grow our enrollment and improve our brand.
- We will be *innovative* and *creative* in order to design programs and pedagogy that are unique, relevant, and cutting edge.
- We will teach our students to use the *technology* that they will need to succeed in today's workplace.
- We will *enhance traditional modes of course delivery* with modern tools and techniques to improve meaning and effectiveness for our students.

Academic Policies

Transfer Credits

A maximum of 6 credits, earned at an accredited college or university graduate program, may be transferred to the master programs. A maximum of 12 credits may be transferred to the Master of Public Administration program. Grades earned for transfer credits are not included in calculation of the cumulative grade point average. In all instances, transfer credits will not be granted where the grade is less than 3.00. Transfer credit will be accepted only for courses taken within the last five years preceding enrollment in a School of Business, Public Administration, and Information Sciences graduate degree program. Courses taken at another university after admission to LIU Brooklyn may not be used for transfer credit unless prior written permission is obtained from the dean.

Time Limits

Work for the master's degree must be completed within five years from the date of admission to the graduate program (exclusive of time spent in the U.S. armed forces), unless the dean approves an extension in writing.

M.B.A. Waiver Policy

Students with undergraduate or graduate business administration work may have courses waived in the general business core of the M.B.A. program. Students must have received grades of at least 3.0 (B) in two undergraduate courses or one graduate course with the same academic content for each general business core course to be waived. Students must submit transcripts at the time of application to be considered for waiver. Catalog descriptions may be requested.

Probation/Unsatisfactory Grades

Students are expected to maintain at least a 3.00 cumulative grade-point average in any of the graduate programs of the school. Students who do not maintain this standard will be placed on probation. The Academic Standing Committee will make a recommendation to the dean concerning the student's potential to successfully complete the program. The dean will make the final disposition of the case.

Plagiarism

Plagiarism is a practice that is not only unacceptable, but which is to be condemned in the strongest terms possible on the basis of moral, educational and legal grounds. Under university policy, plagiarism may be punishable by a range of penalties up to and including failure in a course and/or expulsion from the School of Business, Public Administration and Information Sciences and the University.

Application for Degree

A candidate for graduation is expected to apply for graduation on-line at my.liu.edu by the deadline specified in the Academic Calendar. Alternatively, degree application forms can be submitted to Office of Enrollment Services.

Academic Advisement

The School of Business, Public Administration, and Information Sciences provides professional academic advisement to assist all students in academic planning for all programs of the school. The School of Business, Public Administration and Information Sciences' Office of Advisement can be reached by phone at 718-488-1121 or e-mail at joan.pierre@liu.edu. The office is located in the Humanities Building, Room H700.

DEPARTMENT OF FINANCE, LAW, ACCOUNTING AND TAXATION

Professors Fischman, Uzun
Associate Professors Scerbinski (Chair) Chung,
Morgan, Zheng
Assistant Professor Angeli
Adjunct Faculty: 11

Accountants provide financial information for evaluating the present and planned activities of companies and organizations. Accounting prepares those planning a career in business with a solid, yet versatile professional background. The field offers employment opportunities in a wide variety of areas. Every company, regardless of its size or structure, has an accounting function and employs the services of certified public accountants, auditors, tax advisors, financial managers and consultants. According to the U.S. Department of Labor's Bureau of Labor Statistics, accounting jobs are expected to grow nearly 22% by 2018.

Accountants evaluate past performances of companies and make recommendations for improved performance. It's the accountant's responsibility to devise effective cost-cutting strategies aimed at improving an organization's overall performance. They are essential to the effective operations of businesses, government agencies and not-for-profit organizations.

The Department of Finance, Law, Accounting and Taxation offers the accelerated Bachelor of Science/Master of Science in Accounting, Master of Business Administration in Accounting (M.B.A. Accounting), Master of Science in Accounting, and Master of Science in Taxation.

Master of Business Administration (M.B.A.) in Accounting

The M.B.A. in Accounting is a master's degree in business administration with an advanced concentration in accounting. The accounting focus is designed to expand the knowledge of students preparing to work in the fields of financial management and control to enter or to advance in the field of professional accounting in corporate, government and not-for-profit organizations. The degree is ideal for career advancement in the areas of accounting and financial management.

Admission Requirements:

The standards for admission as a fully matriculated student in the M.B.A. program are as follows:

1. A bachelor's degree with a minimum 3.0 cumulative grade point average from an accredited institution.
2. Results of the Graduate Management Admission Test (GMAT) or Graduate Record

Exam (GRE) unless the applicant already holds a master's or a J.D. degree from an accredited institution or holds a Certified Public Accountant license.

3. Official transcripts from all colleges and universities previously attended (foreign documents must be accompanied by a certified English translation).
4. Official score report of the TOEFL examination for applicants with degrees from foreign colleges and universities.
5. A written statement outlining applicant's objectives for seeking admission into the program.
6. A current résumé.
7. Two letters of recommendation.
8. A completed application submitted to the Office of Admissions.

Limited Matriculation Status

A student admitted with technical or academic deficiencies is granted limited matriculation in the program. A student with limited matriculation may enroll for a maximum of six credits per semester for the first 12 credits before being considered for full matriculation. If full matriculation status is not attained after 12 credits, the student may not enroll for any additional credits in the degree program.

In addition, a student admitted with pending GMAT or GRE scores is granted limited matriculation for a maximum of one semester. The receipt of the official GMAT or GRE scores by the Office of Admissions is a prerequisite for continued enrollment in the program.

M.B.A., Accounting

[Program Code: 06889]

General Business Core: 24 Credits

Must complete the following requirements:

GBA	510	Financial Accounting	3.00
GBA	511	Corporate Financial Management	3.00
GBA	512	Principles of Management and Leadership	3.00
GBA	513	Marketing Management	3.00
GBA	514	Money Banking and Capital Markets	3.00
GBA	515	Managerial Communications	3.00
GBA	516	Business Statistics	3.00
GBA	517	Fundamentals of Management Information Systems	3.00

Advanced Business Core: 18 Credits

MBA	612	Marketing Strategy	3.00
MBA	613	Organizational Behavior	3.00
MBA	620	Behavioral Finance	3.00
MBA	621	Service and Operations Management	3.00

MBA	625	Management of Innovation and Technology	3.00
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MBA	626	Risk Management	3.00
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Accounting Specialization Requirements: 12 Credits

ACC	741	Budgeting and Controllership	3.00
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ACC	742	Financial Statement Analysis	3.00
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ACC	770	International Accounting	3.00
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TAX	716	Federal Income Tax Principles	3.00
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Capstone Courses: 6 Credits

MBA	800	Business Policy I	3.00
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MBA	801	Business Policy II	3.00
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Credit and GPA Requirements

Minimum Credits: 36-60 (depending upon course waivers)

Minimum Major GPA: 3.0

M.S. in Accounting

The 36-credit M.S. in Accounting is designed for students and professionals who have completed an undergraduate accounting degree (or equivalent*) and who seek to enhance their technical and professional skills through completion of an advanced degree in accounting.

*To establish the equivalency requirements, applicants with degrees other than accounting must fulfill the following undergraduate courses:

- 1-year sequence of the principles of Accounting (or Graduate Financial Accounting)
- Intermediate Accounting I
- Intermediate Accounting II
- Managerial or Cost Accounting
- Advanced Accounting
- Auditing

In today's complex world, the impact of accounting plays a crucial role in how companies structure business transactions. The M.S. in Accounting provides a body of knowledge of the principles and the doctrines of accounting that prepare graduates to participate in the business decision-making process. The program stresses real-world learning that prepares you to become a knowledgeable and well-rounded accounting professional. Instruction is delivered by professors who are experienced and respected professionals and who bring their day-to-day experiences to the classroom. Students interested in becoming certified public accountants should consult the chair of the department.

The M.S. in Accounting is registered with the New York State Department of Education and the National Association of State Boards in Accountancy (NASBA). Certified Public Accountants can earn Continuing Professional Education (CPE) credits by enrolling in 700-level

graduate accounting courses. All 700-level accounting and taxation courses at LIU Brooklyn earn CPE credits. State boards of accountancy have final authority on the acceptance of individual courses for CPE credits. Complaints regarding registered sponsors may be addressed to the National Registry of CPE Sponsors, 150 Fourth Avenue North, Suite 700, Nashville, TN, 37219-2417. Website: www.nasba.org.

Students graduating from an approved undergraduate program in accounting or in business administration who aspire to become CPAs in New York State are required to meet the 150 hours of education which must include a total of 33 credits in accounting and a total of 36 credits in business and one year of experience. M.S. degree courses taken should include one course in each of the following: economics, quantitative measurements, finance, taxation, advanced auditing, and accounting and reporting. In consultation with an adviser, the program of study can be made to fulfill the above requirements. For those individuals who wish to sit for the New York State CPA licensing exam and who do not hold an undergraduate degree in accounting, consult with the department chair or your adviser.

Admission Requirements:

In addition to the admission requirements in Section Admission Requirements for the M.B.A. Accounting degree, a bachelor’s degree with major in accounting or its equivalent; CPA license or a J.D. is required.

M.S., Accounting

[Program Code: 06892]

M.S. Accounting Requirements

Must complete eighteen (18) units from below.

ACC 712	Accounting Information Systems	3.00
ACC 720	Not-for-Profit/Governmental Accounting	3.00
ACC 735	Internal Auditing	3.00
ACC 737	Advanced Cost/Managerial Accounting	3.00
ACC 741	Budgeting and Controllership	3.00
ACC 742	Financial Statement Analysis	3.00
ACC 752	Advanced Auditing	3.00
ACC 754	Fraud Examination	3.00
ACC 756	Fraud and White Collar Crime	3.00
ACC 760	Fiduciary Accounting	3.00
ACC 765	Accounting and Reporting I	3.00

ACC 766	Accounting and Reporting II	3.00
ACC 770	International Accounting	3.00
Must complete six (6) units from below.		
TAX 716	Federal Income Tax Principles	3.00
TAX 722	Corporate Taxation	3.00
TAX 723	Tax Planning and Administration	3.00
TAX 724	Partnership, Corporations and Limited Liability Entities	3.00

***Plus an additional twelve (12) credits of electives to be determined in conjunction with your departmental advisor.**

Credit and GPA Requirements

Minimum Credits: 36
Minimum Major GPA: 3.0

M.S. in Taxation

The 30-credit M.S. in Taxation provides students with a comprehensive understanding of the sources of federal taxes and the ways in which to apply tax laws in all types of business scenarios. Graduates of this program greatly enhance their career options, whether they are already in a tax-related position or are in any other business venture, by gaining a solid foundation in how to comply with the rules and regulations of taxation and how to apply them.

In today’s complex world, the impact of taxation plays a crucial role in how companies structure business transactions. The M.S. in Taxation provides a body of knowledge of the principles and the doctrines of taxation that prepare graduates to participate in the business decision-making process.

The program, which is registered with the New York State Education Department and the National Association of State Boards of Accountancy, stresses real-world learning that prepares you to become a knowledgeable and well-rounded tax professional. You will learn from professors who are experienced and respected professionals and who bring their day-to-day experiences to the classroom. In addition, CPAs can earn Continuing Professional Education (CPE) credits by enrolling in Graduate Taxation Courses.

Admission Requirements:

In addition to the admission requirements in Section Admission Requirements for the MBA Accounting degree, a bachelor’s degree; Accounting 501 and LAW 790 or equivalent; or CPA license or a J.D. is required.

M.S. in Taxation

[Program Code: 06890]

Must complete nine (9) credits from below.

TAX 716	Federal Income Tax Principles	3.00
TAX 722	Corporate Taxation	3.00
TAX 760	Tax Practice and Procedure	3.00

Must complete twentyone (21) credits from the following courses below.

TAX 724	Partnerships, Corporations and Limited Liability Entities	3.00
TAX 725	Federal Estate and Gift Taxation	3.00
TAX 729	State and Local Taxation	3.00
TAX 730	Corporate Reorganizations	3.00
TAX 735	Fiduciary Income Tax	3.00
TAX 745	International Taxation	3.00
TAX 746	Advanced International Taxation	3.00
TAX 780	Fundamentals of Qualified Employee Benefit Plans	3.00
TAX 781	Advanced Problems in Qualified Employee Benefit Plans	3.00
TAX 787	Employee Benefit Programs	3.00

Credit and GPA Requirements

Minimum Credits: 30
Minimum Major GPA: 3.0

Accounting Courses

ACC 501 Financial Accounting

A study of basic accounting concepts and methods and their significance to management and to the financial analyst. Topics include an introduction to financial statement analysis the measurement of income and capital, accounting for fixed assets, inventory costing and price level changes, measuring and accounting for corporate debt, corporate investment in securities, and computer applications in accounting. This course does not require previous training in accounting.

Credits: 3

Cross-Listings: ACC 501, GBA 510

Every Fall and Spring

ACC 712 Accounting Information Systems

An examination of accounting systems from the point of view of their objectives: effective internal control and integration with the total information system. Includes a review of computer-based information systems and their applications to new or revised systems of accounting. (45 CPE credits)

The pre-requisite of ACC 501 or equivalent is required.

Credits: 3

Every Fall

ACC 720 Not-for-Profit/Governmental Accounting

A study of budgetary and fund accounting systems; preparation of significant reports for nonprofit organizations; and case studies and problem materials to use in governmental entities such as municipalities or school districts. (45 CPE credits)

The pre-requisite of ACC 501 or equivalent is required.

Credits: 3

Cross-Listings: ACC 720, PM 723

Every Spring

ACC 735 Internal Auditing

An examination of the principles of internal auditing as they apply to large corporate enterprise. (45 CPE credits)

The pre-requisite of ACC 501 or equivalent is required.

Credits: 3

Cross-Listings: ACC 735, PM 726

On Occasion

ACC 737 Advanced Cost/Managerial Accounting

Selected cases and problems provide the forum for the discussion of current cost concepts and their applications and limitations. The aim is to develop students' ability to analyze business problems and to make decisions concerning the appropriateness of cost-accounting methods in specific situations. (45 CPE credits)

The pre-requisite of ACC 501 or equivalent is required.

Credits: 3

Cross-Listings: ACC 737, PM 722

On Occasion

ACC 741 Budgeting and Controllorship

An examination of the practice of controllorship in general and of dealing with budgets and business costs in particular. The installation and operation of budget systems for managerial control is considered as is the advance planning of operating goals with subsequent study of actual results. (45 CPE credits)

The pre-requisite of ACC 501 or equivalent is required.

Credits: 3

Cross-Listings: ACC 741, PM 724

Every Spring

ACC 742 Financial Statement Analysis

An analysis of financial trends and corporate reports for solvency, quality of earnings and forecasting implications. Analytical techniques for financial analysis and their use in development of capital markets and instruments are reviewed and discussed, as are the principles and practices of the Securities and Exchange Commission. (45 CPE credits)

The pre-requisite of ACC 501 or GBA 510 or equivalent is required.

Credits: 3

Cross-Listings: ACC 742, FIN 742, PM 727

Every Spring

ACC 752 Advanced Auditing

A study of auditing concepts and methods embodying standard auditing procedures as well as departures. Audit evidence, sampling, diagnostic analysis, internal control evaluation and its effect on test of transactions, and problems encountered in statement preparation are reviewed and discussed. (45 CPE credits)

The pre-requisites of ACC 442 or equivalent and ACC 501 are required.

Credits: 3

Every Spring

ACC 754 Fraud Examination

The nature of fraud, elements of fraud, fraud prevention, fraud detection, fraud investigation, design and use of controls to prevent fraud, and methods of fraud resolution are examined in this course. The role of fraud examination to perform a variety of antifraud and forensic accounting engagements including, but not limited to investigating suspected fraud, investigating assertions of fraud, developing fraud loss estimates and performing acquisition due diligence are also considered. (45 CPE credits)

The pre-requisite of ACC 501 is required.

Credits: 3

Cross-Listings: ACC 754, FIN 754

Every Fall

ACC 756 Fraud and White Collar Crimes

This course highlights the role of the forensic accountant both as an investigator and in litigation support for various forms of white collar crimes,

including bankruptcy fraud, procurement fraud, divorce fraud, mortgage fraud, and money laundering by examining the legal elements of the crime. This course will also address the federal tax crimes statutes enumerated in the Internal Revenue Code and their impact on tax practitioners both in their capacity as expert witness and as the target of a criminal investigation. This course will be supplemented by case studies and video resources. Three credits, 45 CPE hours.

The pre-requisite of ACC 501 is required.

Credits: 3

Cross-Listings: ACC 756, FIN 756

On Occasion

ACC 758 Investigative Techniques and the Legal Environment

This course will introduce the student to proven forensic investigative techniques, such as document analysis, interview application, net worth method, public records, searches, invigilation, and surveillance. The course will also provide an overview of the criminal and civil justice systems as they relate to fraud trials with an emphasis on the principles of evidence, expert witnessing and litigation support. This course will be supplemented via case studies, practical exercises and mock interviews. This course will be taught by a member of the Association of Certified Fraud Examiners (ACFE) 45 cpe credits.

The pre-requisite of ACC 501 is required.

Credits: 3

Cross-Listings: ACC 758, FIN 758

On Occasion

ACC 760 Fiduciary Accounting

Study of laws and procedures of estates and trusts as seen from the accountant's perspective. Case method of instruction is used. (45 CPE credits)

The pre-requisite of ACC 501 or equivalent is required.

Credits: 3

Every Fall

ACC 765 Accounting and Reporting I

A review and exploration of the concepts and developments relating to financial accounting and reporting for business enterprises. SFAS's and other recent pronouncements are analyzed in depth; problem-solving is stressed. (45 CPE credits)

The pre-requisite of ACC 501, and ACC 742 or permission of the Department chair, are required.

Credits: 3

Every Fall

ACC 766 Accounting and Reporting II

An in-depth study of advanced subject matter, including recent professional qualifying examinations. Topical material focuses on income taxes, not-for-profit accounting, managerial accounting and cost concepts. Individual research is encouraged. (45 CPE credits)

The pre-requisite of ACC 501, and ACC 737 or permission of the Department chair, are required.

Credits: 3

Every Spring

ACC 770 International Accounting

Insight into the international accounting environment from the viewpoint of the U.S.-based multinational organization.(45 CPE credits)

The pre-requisite of ACC 501 or equivalent is required.

Credits: 3

Cross-Listings: ACC 770, IBU 770

Every Fall

Finance Courses

FIN 702A Money and Capital Market

Applications

The study of financial markets as allocators of funds and distributors of risk. Emphasis is given to the roles and functions of financial intermediaries. Theories of financial asset pricing are considered for their role in determining risk and return in competitive markets.

Pre-requisites of GBA 511 and GBA 514 or 520 are required.

Credits: 3

On Occasion

FIN 702B Financial Market Institutions, Regulations and Innovation

An analysis of asset and liability management by important financial market institutions; commercial banks, insurance companies, mutual funds, and other financial intermediaries. The course emphasizes the impact of such policies on money and capital markets. Case studies and aggregate economic and financial market data contained in Citibase (accessed with MicroTSP) are used.

Pre-requisites of GBA 511 and GBA 514 or 520 are required.

Credits: 3

On Occasion

FIN 703 Corporate Financial Policy

An analysis of techniques used to attain long-term corporate objectives by means of financial policy. Topics include capital budgeting; cost of financial and capital structure; sources of long-term funds; dividend policies; leasing; mergers, acquisitions and consolidations; and the applications of the capital pricing model, the arbitrage pricing model and the options theory to corporate financial decisions.

Pre-requisites of GBA 511 and GBA 514 or 520 are required.

Credits: 3

On Occasion

FIN 704 Financial Reports Analysis

A survey of the analytical tools and techniques used to evaluate the current financial position of the firm. Financial reports are analyzed for growth potential, solvency, earnings quality, investments, and forecasting implications. Topics include business and financial trends, proper adjustments of financial data, cash flow forecasting, estimation

of debt risk premiums, and identification of likely candidates for acquisition and high bankruptcy risk firms. Required of all Finance concentration students.

Pre-requisites of GBA 511 and GBA 514 or 520 are required.

Credits: 3

On Occasion

FIN 705 Securities Analysis

An introduction to the theory and practice of security analysis, including the valuation of individual securities, with emphasis on common stocks and fixed income securities, valuation of the stock market as a whole, and portfolio management and investment strategies. Investment risks are analyzed and measurements of risk, including duration and convexity, are examined. An introduction to derivative securities and international investments is included.

Pre-requisites of GBA 511, GBA 514 or 520, and FIN 704 are required.

Credits: 3

On Occasion

FIN 706 Advanced Securities Analysis and Speculative Markets

A study of advanced valuation techniques and individual security and capital markets forecasting techniques and models. Alternative models are analyzed and compared. In addition, the course focuses on speculative markets. Price determination of futures, forward contracts and options are considered. Topics include market structure; uses and price effects of hedging, speculation and arbitrage; the relationship between contingent claims and underlying cash markets; and foreign securities.

The pre-requisite of FIN 705 is required.

Credits: 3

On Occasion

FIN 707 Portfolio Management

A consideration of the most effective methods of meeting investment objectives for individual and institutional portfolios (specifically, pension funds, endowment funds and mutual funds). Focus begins with dedicated equity and fixed income portfolios and then progresses to asset allocation and management strategies for mixed portfolios. Alternative techniques for managing risk, including derivative securities, are explored. Portfolio management, implementation and performance measurement are analyzed and appraised in terms of economic shifts, yield curve changes, and tax and legal considerations. The course makes heavy use of computer programs for portfolio management and analysis. Actual individual and institutional portfolios, managed by large and small institutions, are examined.

Pre-requisites of GBA 511 and GBA 514 or 520 are required.

Credits: 3

On Occasion

FIN 708 Financial Engineering Derivatives

A study of the creation of derivative securities to meet financing needs, as well as an exploration of the rapid growth of strategic financial product innovation and securitization precipitated by environmental and intrafirm factors. Chiefly as a solution to risk management, financial engineering is explored from both the corporate treasurer's perspective (modeling a firm's risk exposure and productizing solutions) and from the investor's and speculator's perspectives. Recent debt, debt-related, equity, and equity-related and derivative innovations are examined closely. Advanced trading strategies and models are developed. Tactical trading systems are developed and analyzed using probability and gambling theories. Legal protections and current issues are explored. The course makes extensive use of computer programs and spreadsheets.

Pre-requisite of GBA 511, GBA 514 or 520, and FIN 705 are required.

Credits: 3

On Occasion

FIN 709 Quantitative Analysis and Forecasting for the Corporate Financial Environment

An investigation of the relationships between corporate financial flows and financial markets, industry, and aggregate economic data (national income and product accounts and flow of funds). Methods of analysis include econometric methods, time-series analysis and smoothing techniques. Use of leading indicators as a forecasting tool is emphasized. Econometric model building and forecasting are performed using MicroTSP and the associated Citibase Macroeconomic Data Bank.

Pre-requisite of GBA 511, GBA 516 and GBA 514 or 520 are required.

Credits: 3

On Occasion

FIN 710 Corporate Mergers and Acquisitions

A study of business enterprise growth through merger and acquisition. Reviewed and discussed are premerger planning and fact-finding, legal and accounting considerations, financing aspects, tax and antitrust problems, personnel issues, and postmerger integration and valuation techniques. International and domestic mergers and acquisitions are considered. Case studies are employed.

Pre-requisites of GBA 511 and GBA 514 or 520 are required.

Credits: 3

On Occasion

FIN 712 Capital Budgeting

An exploration of the theory of capital budgeting and risk management of long-term funds. Topics include measurement of cash flows, criteria of investment desirability, effects of taxes and inflation, risk analysis, cost of capital and capital structure, lease analysis, capital rationing, multicriteria capital budgeting, and linear

programming.

The pre-requisites of GBA 516 and ACC 501/GBA 510 or equivalent are required.

Credits: 3

On Occasion

FIN 715 International Trade

A review of the principles of international trade its magnitude, direction, and industrial classification as well as the institutions (e.g., GATT) facilitating it. The course focuses on practical techniques and problems of exporting and importing, with special attention to small business. Topics include sources of marketing information, techniques of payment and collections, currency fluctuation problems and balance of payments analysis, sources and uses of funds to finance foreign trade, and government assistance.

Pre-requisites of GBA 511 and GBA 514 or 520 are required.

Credits: 3

Cross-Listings: FIN 715, IBU 703, MKT 716

On Occasion

FIN 716 International Financial Markets

An analysis of the financial opportunities and risks resulting in global market investment, with a focus on international portfolio diversification and management. Topics include determinants of foreign exchange rate and international capital flows; balance of payments analysis techniques; foreign exchange risk management, especially hedging and speculation strategies; the reasons for and impact of official intervention; and a study of the Eurocurrency and Eurobond markets, as well as a review of leading indicators for the various international stock markets.

Pre-requisites of GBA 511 and GBA 514 or 520 are required.

Credits: 3

Cross-Listings: FIN 716, IBU 702

On Occasion

FIN 726 International Corporate Finance

An analysis of the financial opportunities, risk and decision-making processes associated with international operations. Topics include management of translation, transaction, and economic exposure; taxation issues; multinational capital budgeting and current asset management; complexities of international performance evaluation and control systems; comparative financial statement analysis; cost of capital; and international financing options. The case method is employed.

The pre-requisite of FIN 716 is required.

Credits: 3

Cross-Listings: FIN 726, IBU 708

On Occasion

FIN 727 Global Economic Environment of Business

The main goal of this course is to analyze and understand the global economy in which business operates today. Attention centers on the key policy

issues and major economic forces that affect business activity and on the tools necessary to evaluate these issues and forces. The tools of analysis include the portfolio approach, post-Keynesian and modern monetarist approaches, rational expectations, and state-of-the-art analysis of saving and investment. The course also explores the role played by U.S. and world financial markets in influencing the domestic and global economic environment. Material in the text will be heavily supplemented by, and integrated with, current events.

Prerequisites of GBA 520, 522, MBA 621 or its equivalents are required. Student must be in acceptable plan of study.

Credits: 3

On Occasion

FIN 750 Financial Problems Seminar

An analysis of selected current foreign and domestic financial and economic developments. Emphasis is on integrating acquired financial knowledge with the problems under study.

Pre-requisite of GBA 511, GBA 514 or 520, and FIN 710 are required.

Credits: 3

On Occasion

Law Courses

LAW 790 Commercial Law I

A study of the subjects required to pass the law portion of the CPA examination. Introduction is made to the law and the legal system, torts, contracts, agency, personal property, real property, partnerships and corporations. This is the first of two required law courses for CPA students, and it is recommended for all graduate business students as an elective.

Credits: 3

On Occasion

LAW 791 Commercial Law II

A consideration of the study of legal topics covered in the CPA examination. The course covers sales, secured transactions, commercial paper, estates and trusts, antitrust law, securities regulation, employment law, accountants, professional responsibilities, bankruptcy, suretyship and insurance.

Pre-requisite of LAW 790 is required.

Credits: 3

On Occasion

Tax Courses

TAX 716 Federal Income Tax Principles

A study of the determination of income, deductions and exemptions in computing taxable income and tax liability of individuals, including the general rules applicable to all tax entities. Ordinary income, capital assets, gains and losses, involuntary conversions and tax-free exchanges, depreciation

methods, passive activities, portfolio income, and alternative minimum tax are all examined.

Credits: 3

Every Fall

TAX 722 Corporate Taxation

A study of the following: choice of entity for conducting business; taxation of corporations, partnerships, and S corporations; tax accounting methods and taxable years; tax credits; alternative minimum tax, and reconciliation of book and taxable income; and corporate redemptions and liquidations. An overview of corporate reorganizations is included. Three credits. (45 CPE credits)

Pre-requisites of ACC 501/GBA 510 and TAX 716 are required.

Credits: 3

Every Spring

TAX 723 Tax Planning and Administration

An advanced course in current tax practices and planning methods, with emphasis on planning, formation, operation and liquidation of corporate entities. Some topics considered are the effects of tax-free incorporation, personal holding companies, professional corporations, accumulated-earnings tax and collapsible corporations. (45 CPE credits)

Pre-requisite of ACC 501/GBA 510, and TAX 722 or permission of the Professor, are required.

Credits: 3

On Occasion

TAX 724 Partnerships, Corporations and Limited Liability Entities

An advanced course in the provisions governing the taxation of partnerships, corporations, limited liability entities and their partners/shareholders. Tax compliance and tax reporting for such pass-through entities are covered. The tax advantages, the opportunities inherent in the choice of such entities, and the detriments and traps for the unwary are reviewed. (45 CPE credits)

Pre-requisite of ACC 501/GBA 510, and TAX 722 are required.

Credits: 3

Every Fall

TAX 725 Federal Estate and Gift Taxation

A study of tax-related factors that enter into the planning of estates for various types of taxpayers, such as those with closely-held businesses, investors, professional persons and corporate executives. Included are studies of federal estate and gift taxes and their effects on estate planning; the role of trusts in estate planning; and estate planning methods available to reduce tax liabilities. (45 CPE credits)

Pre-requisite of ACC 501/GBA 510 and TAX 722 are required.

Credits: 3

On Occasion

TAX 726 Business Tax Decision

An examination of federal income tax and other

business taxes that influence management decisions. Consideration is given to the major types of business transactions affected, including financing of a corporation, acquisitions and dispositions, and the purchase, leasing and maintenance of plant equipment. (45 CPE credits)
Pre-requisites of ACC 501/GBA 510 and TAX 716 are required.

Credits: 3

On Occasion

TAX 729 State and Local Taxation

An analysis of state and local taxes affecting individuals and businesses in the tristate area (New York, New Jersey and Connecticut). Included is a study of issues involving residency and non-residency, domicile, and sources of income taxed in each jurisdiction. New York State income, sales and general business taxes, rent taxes, and franchise taxes are covered. (45 CPE credits)

Pre-requisites of ACC 501/GBA 510 and TAX 716 are required.

Credits: 3

Every Spring

TAX 730 Corporate Reorganizations

A study of reorganizations, recapitalizations, stock redemptions, acquisition and disposal of assets, mergers, divisive reorganizations, and corporate liquidations. (45 CPE credits)

Pre-requisite of ACC 510/GBA 510, and TAX 722 or the equivalent, are required.

Credits: 3

Every Fall

TAX 735 Fiduciary Income Tax

This course will facilitate the complexity of preparing fiduciary income tax returns and will provide practical step-by-step guidance on the basics of Form 1041 preparation as well as more complex issues such as determining fiduciary accounting income and distributable net income (DNI), computing the distribution deduction, allocating capital gains and depreciation, calculating the net investment income tax, reporting income in respect of a decedent, and filing form 1041 in the estate or trust's final year

The pre-requisite of TAX 716 is required

Credits: 3

Every Spring

TAX 745 International Taxation

A study of U.S. corporations doing business in foreign countries; U.S. taxation of foreign income and foreign tax credits; allocation of income among related entities; and tax treaties. (45 CPE credits)

Pre-requisite of ACC 501/GBA 510, and TAX 723 or the equivalent, are required.

Credits: 3

Cross-Listings: IBU 745, TAX 745

Every Fall

TAX 746 Advanced International Taxation

The international aspects of the US tax system as it relates to cross border transactions including the

governmental regulatory process. Topics covered include anti-deferral provisions, transfer pricing, tax treaties, cross boarder reorganizations, international tax practice and procedure, state taxation of international transactions, and IRS forms used in international taxation.

The pre-requisite of TAX 745 is required

Credits: 3

Every Spring

TAX 750 Current Developments in Taxation

An analysis of current trends in federal taxation.

Tax cases, rulings and new developments are examined for their significance to the tax practitioner. (45 CPE credits)

The pre-requisite of TAX 722 or the equivalent is required.

Credits: 3

On Occasion

TAX 760 Tax Practice and Procedure

A review of the organization of the Internal Revenue Service. Selection of returns for audit, protests and conference rights, tax fraud, statute of limitations, and claims for refund are studied. In addition, research techniques such as the use of tax services, court decisions and rulings are emphasized. (45 CPE credits)

Pre-requisites of ACC 501/GBA 510 and TAX 716 are required.

Credits: 3

Every Fall

TAX 761 Tax Practice from the IRS Perspective

An insight into IRS examination practices and an opportunity to exchange views with IRS personnel, who will serve as participating faculty. The course includes topics such as auditing through the corporate balance sheet, coordinated examination programs, computer audit techniques, bankruptcy, and IRS authority to obtain information and documents. (45 CPE credits)

Pre-requisites of TAX 716 is required.

Credits: 3

On Occasion

TAX 780 Fundamentals of Qualified Employee Benefit Plans

An introduction to employee benefit plans that covers the analysis of types of plans that can be established by the employer; reviews tax rules involving participation, vesting, deduction limitations, benefit limitations and other requirements for plan qualification; and considers group insurance, flexible benefit plans, IRAs and simplified employee pensions (SEPs). (45 CPE credits)

Pre-requisites of ACC 501/GBA 510 and TAX 716 are required.

Credits: 3

On Occasion

TAX 781 Advanced Problems in Qualified Employee Benefit Plans

A study of the taxation of distributions from

qualified plans, including alternate methods of payment of plan benefits; loans from plans and constructive receipt problems; advantages and disadvantages of lump-sum distribution from plans; the interrelationship between plan death benefit distributions and estate taxation; IRS audits of qualified plans; plan disqualification and its impact on the employer and the employee; plan termination rules and government regulation of plan termination; and IRS rulings and tax cases involving plan distributions and plan disqualification. (45 CPE credits)

Pre-requisite of ACC 501/GBA 510, and TAX 780 or the equivalent are required.

Credits: 3

On Occasion

TAX 783 Plan Benefit Concepts and Funding Requirements

This course covers: design of plan benefit formulas including actual case studies; Social Security integration of pension and profit sharing plans; plan funding requirements, funding deficiencies, funding penalties and hardship waivers, role of the enrolled actuary and actuarial concepts and terminology; actual preparation of IRS pension returns and an overview of financial accounting for pension costs. (45 CPE credits)

Pre-requisite of ACC 501/GBA 510 and TAX 780 are required.

Credits: 3

On Occasion

TAX 785 Disclosure Requirements of Employee Benefit Plans

This course covers: plans governed by the reporting and disclosure requirements under the Employee Retirement Act of 1974 (ERISA); Summary Plan Descriptions, Summary Material Modification and Updated Summary Plan Descriptions; annual reports and triennial reporting, accountants' reports and Summary Annual Reports; disclosure information available to plan participants; fiduciary responsibility and liability; claims procedure and participant-rights prohibited transactions; exemptions and fiduciary insurance. (45 CPE credits)

The pre-requisite of TAX 780 is required.

Credits: 3

On Occasion

TAX 787 Employee Benefit Programs

This course covers: non-qualified deferred compensation arrangements; life insurance, medical and dental plans, prepaid legal plans, stock options, thrift plans, stock purchase plans, ESOPs, 401k plans, cafeteria plans, VEBAs, Educational Benefit Trusts and other employee fringe-benefit programs. (45 CPE credits)

Pre-requisite of ACC 501/GBA 510 and TAX 780 are required.

Credits: 3

On Occasion

DEPARTMENT OF MANAGERIAL SCIENCES

Professors Minowa (Chair), Sherman
Associate Professors Amrouche, Belliveau, Dinur
Assistant Professor Aditya
Adjunct Faculty: 7

Change is the norm for 21st century and therefore the management of change, especially technological change, is paramount for anyone desiring a successful career in business, government, and not-for-profit administration. Whether a student is interested in entrepreneurship, finance, human resource management, international business, management, management information systems or marketing as a career path, or even starting their own business, knowledge is the key to successfully managing in turbulent times. The Department of Managerial Sciences therefore provides all graduates a common knowledge and skill set abilities developed to prepare students for managing in the global marketplace. These skills include: communication, critical thinking and analysis, teamwork, appreciation of global and ethnic diversity, ethics and social responsibility, functional and technical skills.

Master of Business Administration (M.B.A.)

A Master of Business Administration (M.B.A.) opens doors to career opportunities far beyond the financial sector. In fact, information technology, energy, pharmaceuticals, and health care are among industries that saw double-digit growth in M.B.A. hiring last year and the employment outlook for M.B.A. graduates is up worldwide, according to the 2014 GMAC Corporate Recruiters Survey. The School of Business, Public Administration and Information Sciences offers a traditional M.B.A. and an accelerated One-Year M.B.A. degree program.

The 36 to 60-credit Master of Business Administration (number of credits is based on your undergraduate coursework) provides the knowledge base and skills that enable professionals to become leaders in business by offering a comprehensive program which meets the needs of an ever-changing, global business environment.

The Accelerated One-Year MBA (OYMBA) is a 36 credit Masters of Business Administration (M.B.A.) degree for students with an undergraduate business degree or significant academic or professional business experience. This cohorted program is completed in one calendar year. Courses are taken in 8 week modules – two modules each in fall and spring semesters, and one in the summer. Courses will be blended with face-to-face meetings on Saturdays and the remainder of the program completed online.

M.B.A. students are encouraged to concentrate their study in one of the following business areas: entrepreneurship, finance, human resource management, international business, management, management information systems, or marketing. The curriculum also emphasizes personal brand development, including career planning, communication and presentation skill building, project management, team leadership and group dynamics, and social media for career success. At LIU Brooklyn, you can make the most of your time, your learning, your network, and your investment.

Admission Requirements:

The standards for admission as a fully matriculated student in the M.B.A. program are as follows:

1. A bachelor's degree with a minimum 3.0 cumulative grade point average from an accredited institution.
2. Results of the Graduate Management Admission Test (GMAT) or Graduate Record Exam (GRE) unless the applicant already holds a master's or a J.D. degree from an accredited institution or holds a Certified Public Accountant license.
3. Official transcripts from all colleges and universities previously attended (foreign documents must be accompanied by a certified English translation).
4. Official score report of the TOEFL examination for applicants with degrees from foreign colleges and universities.
5. A written statement outlining applicant's objectives for seeking admission into the program.
6. A current résumé.
7. Two letters of recommendation.
8. A completed application submitted to the Office of Admissions.

Limited Matriculation Status

A student admitted with technical or academic deficiencies is granted limited matriculation in the program. A student with limited matriculation may enroll for a maximum of six credits per semester for the first 12 credits before being considered for full matriculation. If full matriculation status is not attained after 12 credits, the student may not enroll for any additional credits in the degree program.

In addition, a student admitted with pending GMAT or GRE scores is granted limited matriculation for a maximum of one semester. The receipt of the official GMAT or GRE scores by the Office of Admissions is a prerequisite for continued enrollment in the program.

M.B.A. Degree Requirements

The Master of Business Administration (M.B.A.) consists of two preparation courses (pending results of entrance exam) and a 7-part module.

Preparation Courses (6 credits)

Business Writing:

Effective communication in the business setting is a demanding task that requires a comprehensive command of written and oral communication skills, exacting attention to detail, good interpersonal skills, and the discipline to get work done on schedule.

This course is designed for MBA students who need business communication / English for various functional and situational purposes in non-academic and academic writing. It aims at building effective language and communicative competence, which are highly desirable skills in academic and professional pursuits.

It teaches students theory, practice, and evaluation of business communication skills as well as orientation to careers and professional concerns in academic and non-academic writing. The course includes case study, documentation style and grammar review sessions.

Through hands-on activities and in-class discussions involving case study and qualitative research, we will explore areas such as: the theory and ethics of business communication; content analysis; and report writing.

We will examine the role of the business communicator in organizational settings and explore topics such as: organizational culture; qualitative research; case study method; ethics and legality in business communication; and preparing documents for publication.

Business Math:

All business functions, from finance and accounting through marketing and management, have essential quantitative components, and aspiring managers must ensure that their math skills will allow them to master basic business tools and techniques. The math required is not complicated, and is usually covered in high school or undergraduate college math programs.

However, some aspiring business students have not used math in a long time. This course provides graduate business students with a review of essential math topics along with an introduction to how they are applied in business contexts.

Modules

- Module 1: General Business Core (12 credits)

The general business core courses are designed for students who have not had undergraduate work in business studies. A student who studied business administration as an undergraduate may be exempt from some or all of the general business core courses, reducing the total requirements of the program. Further information about waivers is found in the Academic Policies Section above.

The general business core courses not only provide a basis for advanced studies, but also offer an opportunity to explore the various fields of business before selecting an area of concentration. It is mandatory, therefore, that the students complete these courses before starting upon the advanced portion of the program.

- Module 2: Business Basics (9 credits)
- Module 3: Business Functions (9 credits)
- Module 4: Advanced Business Functions (10 credits)
- Module 5: Personal Brand (5 credits)
- Module 6: Specialization (9 credits)
- Module 7: Capstone (3 credits)

Advanced Business Core

Beyond the general business core (Modules 1 & 2), the M.B.A. program requires a minimum of 36 credits, which includes 24 credits in the advanced core (Modules 3, 4, and 5), 9 credits of chosen concentration electives (Modules 6), and 3 credits of capstone course work (Modules 7).

The MBA advanced core is academically rigorous and responsive to the demands of the marketplace. Students are exposed to the complexities of global business through a series of courses: Marketing Strategy, Organizational Behavior, Corporate Financial Policy, Service and Operations Management, Management of Innovation and Technology, Marketing Analytics, Building Your Online Brand, and Career Planning. Internationally renowned experts are invited to discuss some of the most vital trends and issues in the areas of study. The advanced business core must be completed before the student starts the concentration classes.

Concentrations

Students are required to take 9 credits of advanced work beyond the advanced business core. Such courses give students the opportunity to acquire advanced skills in such areas as accounting, entrepreneurship, finance, human resource management, international business, management, management information systems, or marketing.

Accounting

The accounting concentration is designed to expand the knowledge of students preparing to work in the fields of financial management and control, to enter or to advance in the field of professional accounting in corporate and not-for-profit organizations. For more information on combining the benefits of an M.B.A with an advanced accounting concentration, please consult the section on M.B.A. in Accounting.

Entrepreneurship

Entrepreneurial thinkers create value in society using innovation under conditions of uncertainty. The ability to think entrepreneurially is critical for all students, regardless of their major or their career plans. The entrepreneurship program at LIU Brooklyn is designed to engage students to think entrepreneurially while they learn how to execute on their vision efficiently and effectively.

Entrepreneurship majors at LIU Brooklyn learn how to prepare and execute a comprehensive strategy for launching a new venture. The venture can be in any organizational context – large or small, new or existing, Nonprofit or for profit. The entrepreneurial process of value creation through innovation remains the same regardless of the context or the ultimate goal. Although people often

assume that the focus of entrepreneurship is on starting for-profit businesses, learning the entrepreneurial process will help you to think more strategically in all of your endeavors.

The best way to understand the entrepreneurial process is to take a hands-on, experiential approach. In this major, students will interact extensively with the business community both inside and outside the classroom and produce a plan that is both defensible to potential investors and actionable in the real world.

Finance

The finance concentration develops technical and managerial skills for global financial careers. Courses cover global financial instruments and markets while developing analytical and strategic decision-making abilities. The approach considers macroeconomics as well as financial aspects of individual business organizations.

Human Resource Management

Proper management of human resources (human capital) has the potential to be a source of sustainable competitive advantage for high-performance organizations. Students develop skill set abilities needed for managing more efficient and effective organizational systems. Based on different assumptions about people, their motivation, how they work and what they seek out of their work experiences.

International Business

The international business concentration focuses on decision-making in an international context and prepares professionals for positions within multinational organizations. Business functions are related to the socio-cultural, political, legal and labor forces that affect global corporations. The international business concentration evaluates, both theoretically and practically, the opportunities and risks of doing business in an increasingly complex and interdependent world.

Management

The management concentration focuses on the interrelated functions of business enterprises, large and small, which determine their viability in the service global marketplace of the 21st century. Strategic goal setting, organizational structures, management philosophies and cultures, ethics, production and service processes, problem analysis and decision-making techniques are explored within a range of internal and external environments.

Management Information Systems

The management information systems concentration provides the necessary information for managing an organization, and explores how an effective management information system provides decision-oriented information to assist managers in planning, organizing and controlling the organization. The management information systems curriculum teaches information system concepts within organization functions, as well as management knowledge and technical information systems knowledge. The graduate can work within

the environment of a modern organization and can interact with both organizational functions and computer technology.

Marketing

The marketing concentration is designed for students who wish to pursue careers in brand management, B2B marketing, marketing research, technology marketing, new product development or other leadership roles in sales management. Courses focus on the multiple dimensions of the decision-making process in a marketing setting, and the application of the analytical tools of economic behavior sciences and quantitative systems to problems and opportunities currently facing marketing executives

M.B.A. in Business Administration

[Program Code: 87332]

This program requires 36-60 credits. Upon evaluation of your official academic transcripts, your advisor will officially communicate the required number of credits to fulfill the M.B.A. degree requirements.

Prerequisites: 6 Credits

Prerequisites may be waived pending results of entrance exam.

BUS	500	Business Writing	3.00
BUS	502	Business Math	3.00

General Business Core: Up to 27 Credits

Courses may be waived subject to prior undergraduate or graduate academic coursework.

MODULE 1: GENERAL BUSINESS CORE

GBA	510	Financial Accounting	3.00
GBA	511	Corporate Financial Management	3.00
GBA	512	Principles of Management and Leadership	3.00
GBA	513	Marketing Management	3.00

MODULE 2: BUSINESS BASICS

GBA	516	Business Statistics	3.00
GBA	520	Managerial Economics	3.00
GBA	521	Legal Aspects of Business Administration	3.00

The following twenty-four (24) credits in advanced core courses are required:

MODULE 3: THE BUSINESS FUNCTIONS

MBA	630	Marketing Strategy	1.50
MBA	631	Organizational Leadership	1.50
MBA	632	Ethics in a Global	1.50
MBA	633	Corporate Financial Policy	1.50
MBA	634	Service Operations Management	1.50
MBA	635	Entrepreneurship	1.50

MODULE 4: ADVANCED BUSINESS FUNCTIONS

MBA 650	Business Intelligence	1.00
MBA 651	Marketing Analytics	1.50
MBA 652	Transformational Leadership	1.50
MBA 653	Investment Analysis	1.50
MBA 654	Decision Making	1.50
MBA 655	Management of Innovation	1.50
MBA 656	Information Systems Development & Management	1.50

MODULE 5: YOUR PERSONAL BRAND

MBA 640	Making Effective Presentations	1.00
MBA 641	Managerial Communications	1.00
MBA 642	Building Your Online Brand	1.00
MBA 643	Working in Teams & Project Management	1.00
MBA 644	Career Planning	1.00

M.B.A. Specialization Requirements: 9 Credits

MODULE 6: SPECIALIZATION COURSES

Three (3) advanced courses in the specialization of choice. Available specializations are: *accounting, entrepreneurship, finance, human resource management, international business, management information systems, management, and marketing.*

M.B.A. Capstone Requirement: 3 Credits

MODULE 7: CAPSTONE COURSE

MBA 800	Business Strategy	3.00
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M.B.A. Specializations

Entrepreneurship Specialization: 9 Credits

Required Courses: 3 Credits

ENT 701	Seminar in Entrepreneurship	3.00
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Entrepreneurship concentrations students will choose (2) additional courses from the following list:

FIN 727	New Venture Finance	3.00
MAN 707	Small Business & New Venture Management	3.00
MAN 708	Management of Technology and Product Innovations	3.00
MAN 709	Government and the Management of Technology	3.00
MKT 709	New Product Development	3.00

MKT 733	e-Marketing	3.00
MKT 736	Social Media Marketing	3.00

Finance Specialization: 9 Credits

Three (3) advanced (700 level) finance courses

Human Resource Management Specialization: 9 Credits

Required courses: 6 Credits

HRM 721	Industrial Relations	3.00
HRM 722	Human Resource Management	3.00

and one (1) of the following courses: 3 Credits

HRM 726	Legal and Regulatory Environment in Human Resource	3.00
HRM 797	Case Studies in Human Resource Management	3.00
HRM 798	Special Topics in Human Resource Management	3.00
HRM 799	Advanced Topics in Human Resource Management	3.00

International Business Specialization: 9 Credits

Three (3) advanced (700 level) international business courses

Management Specialization: 9 Credits

Three (3) advanced (700 level) management courses

Management Information System Specialization: 9 Credits

Required course: 3 Credits

CS 601	Principles of Computer Science and Structured Programming C	3.00
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and one (2) of the following courses: 6 Credits

CS 633	System Analysis and Design	3.00
CS 645	Computer Communications and Networking	3.00
CS 649	Database Management Systems	3.00

Marketing Specialization: 9 Credits

Three (3) advanced (700 level) marketing courses

Credit and GPA Requirements

Minimum Credits: 36 - 60 (depending upon course waivers)

Minimum Major GPA: 3.0

One-Year MBA (Accelerated Track)

The following twenty-four (24) credits in advanced core courses are required:

THE BUSINESS FUNCTIONS (9 credits)

MBA 630	Marketing Strategy	1.50
MBA 631	Organizational Leadership	1.50

MBA 632	Ethics in a Global	1.50
MBA 633	Corporate Financial Policy	1.50
MBA 634	Service Operations Management	1.50
MBA 635	Entrepreneurship	1.50

ADVANCED BUSINESS FUNCTIONS (10 credits)

MBA 650	Business Intelligence	1.00
MBA 651	Marketing Analytics	1.50
MBA 652	Transformational Leadership	1.50
MBA 653	Investment Analysis	1.50
MBA 654	Decision Making	1.50
MBA 655	Management of Innovation	1.50
MBA 656	Information Systems Development & Management	1.50

YOUR PERSONAL BRAND (5 credits)

MBA 640	Making Effective Presentations	1.00
MBA 641	Managerial Communications	1.00
MBA 642	Building Your Online Brand	1.00
MBA 643	Working in Teams & Project Management	1.00
MBA 644	Career Planning	1.00

MBA Specialization Requirements: (9 credits)

SPECIALIZATION COURSES

Three (3) advanced courses in the specialization of choice. Available specializations are: *accounting, entrepreneurship, finance, human resource management, international business, management information systems, management, and marketing.*

MBA Capstone Requirement: (3 credits)

CAPSTONE COURSE

MBA 800	Business Strategy	3.00
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Credit and GPA Requirements

Minimum Total Credits: 36 credits

Minimum GPA: 3.0

M.S. in Human Resource Management

The 36-credit M.S. in Human Resource Management degree is designed to prepare students to enter the profession at the generalist level by providing a broad overview of the functional areas of human resource management (HRM). The program stresses the integration of the functional areas of HRM within the broader context of the organization and its mission, goals and values.

The Society for Human Resource Management (SHRM) has acknowledged that its Master of Science in Human Resources fully aligns with SHRM's HR Curriculum Guidebook and Templates. Throughout the world, 196 programs in 165 educational institutions have been acknowledged by SHRM as being in alignment with its suggested guides and templates. The HR Curriculum Guidebook and Templates were developed by SHRM to define the minimum HR content areas that should be studied by HR students at the undergraduate and graduate levels. They are part of SHRM's academic initiative, created in 2006 and revalidated in 2010, to help the society define HR education standards taught in university business schools across the nation and help universities develop degree programs that follow these standards.

Admission Requirements:

The admission standards are the same as those of the M.B.A. Program; see the section Admission Requirements for the M.B.A. program.

M.S., Human Resource Management (HRM)

[Program Code: 20673]

HRM Foundation: 9 Credits

Must take one (1) of the following courses: 3 credits*

GBA 512	Principles of Management and Leadership	3.00
MBA 613	Organizational Behavior	3.00

*Please consult with your advisor to determine which course you should take.

The following foundation courses are required: 6 Credits

GBA 515	Managerial Communications	3.00
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GBA 517	Fundamentals of Management Information Systems	3.00
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HRM Advanced Core: 12 Credits

The following courses are required:

HRM 721	Industrial Relations	3.00
HRM 722	Human Resource Management	3.00
HRM 726	Legal and Regulatory Environment in Human Resource Management	3.00
HRM 797	Case Studies in Human Resource Management	3.00

HRM Electives: 12 Credits

Please choose four (4) courses from those listed below:

HRM 790	Compensation and Benefits	3.00
HRM 791	Employee Training and Development	3.00
HRM 792	Diversity in the Workplace	3.00
HRM 793	Workplace Safety and Health	3.00
HRM 798	Special Topics in Human Resource Management	3.00
HRM 799	Advanced Topics in Human Resource Management	3.00
HRM 724	Organizational Development	3.00
HRM 725	Work, People and Productivity	3.00
TAX 780	Fundamentals of Qualified Employee Benefit Plans	3.00
TAX 787	Employee Benefit Programs	3.00

HRM Capstone: 3 Credits

HRM 750	Management Seminar	3.00
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Credit and GPA Requirements

Minimum Credits: 36

Minimum Major GPA: 3.00

Advanced Certificate in Human Resource Management

In today's challenging economy, human resource management is a critical and in-demand function that continues to provide employment opportunities across a broad spectrum of organizations. The graduate advanced certificate is designed to provide students with a comprehensive and broad foundation to the human resource management practice and profession. Proper

management of human resources (human capital) is a source of sustainable competitive advantage for high-performance organizations. The advanced certificate is in complete alignment with the professional competencies outlined by the Society for Human Resource Management (SHRM). The SHRM competency model is globally accepted as the highest professional standard in the practice of human resources.

The fifteen earned credits in the advanced certificate can be applied towards the fulfillment of the Master of Science in Human Resource Management.

Admission Requirements:

The admissions requirement will be the same as those of the Master of Science in Human Resource Management with the exception of the GRE/GMAT scores. **The GRE/GMAT scores will not be required for admission to the Advanced Certificate in Human Resource Management.** Hence, the admissions standards for full matriculation in the advanced certificate are as follows:

1. A bachelor's degree with a minimum 3.0 cumulative grade point average from an accredited institution.
2. Official transcripts from all colleges and universities previously attended (foreign documents must be accompanied by a certified English translation).
3. Official score report of the TOEFL examination for applicants with degrees from foreign colleges and universities.
4. A written statement outlining applicant's objectives for seeking admission into the advanced certificate.
5. A current résumé.
6. Two letters of recommendation (optional).
7. A completed application submitted to the Office of Admissions.

Limited Matriculation Status:

A student admitted with technical or academic deficiencies is granted limited matriculation. A student with limited matriculation may enroll for a maximum of six credits per semester for the first 12 credits before being considered for full matriculation. Students are expected to achieve a minimum GPA of 3.0 in the advanced certificate.

The advanced certificate will consist of four required courses (12 credits) and an advanced HRM elective (3 credits). The students with no prior background in management or HRM will be required to take GBA 512 (Principles of Management and Leadership) in the first semester of enrollment.

NOTE: GBA 512 (Principles of Management and Leadership- 3 credits) is required for candidates with no undergraduate business degrees. The candidates with an executive experience of more than 5 years will be waived from taking this prerequisite.

Students are expected to achieve a minimum GPA of 3.0 in the advanced certificate.

**Advanced Certificate, Human
Resource Management (HRM)***[Program Code: 35003]***The following courses are required: 12 credits**

HRM	721	Industrial Relations	3.00
HRM	722	Human Resource Management	3.00
HRM	726	Legal and Regulatory Environment in Human Resource Management	3.00
HRM	797	Case Studies in Human Resource Management	3.00

Any Advanced HRM Elective: 3 credits**Credit and GPA Requirements**

Minimum Credits: 15

Minimum Major GPA: 3.00

Business Courses

GBA 510 Financial Accounting

A study of basic accounting concepts and methods and their significance to management and to the financial analyst. Topics include an introduction to financial statement analysis the measurement of income and capital, accounting for fixed assets, inventory costing and price level changes, measuring and accounting for corporate debt, corporate investment in securities, and computer applications in accounting. This course does not require previous training in accounting.

Credits: 3

Cross-Listings: ACC 501, GBA 510

Every Fall and Spring

GBA 511 Corporate Financial Management

A study of the methods by which firms and individuals in a risky global environment evaluate stocks, bonds and investment projects, combine those elements in optimal portfolios, and determine the best level of debt versus equity. The basic tools are risk versus return and the evaluation of future cash flows.

Pre-requisite of GBA 510 is required.

Credits: 3

Every Fall and Spring

GBA 512 Principles of Management and Leadership

An analysis of current management theory and practice that includes a discussion of its historical foundations and an investigation of various approaches to the management discipline. Primary emphasis is on the administrative functions of planning, decision making, organizing, staffing and controlling.

Credits: 3

Every Fall and Spring

GBA 513 Marketing Management

A survey analysis of the operations of marketing systems. The course emphasizes strategic planning, coordination and adaptation of marketing operations to opportunities in profit and nonprofit organizations. Focus is placed on the principal decision-making components of national and international marketing, including product

Credits: 3

Every Fall and Spring

GBA 515 Managerial Communications

An investigation into improving the way people within organizations communicate. The course includes the interpretation and application of organizational communication theory for the working or aspiring manager. Topics include personal communication styles, media and tools for the manager/communicator, organizational communications climates, one-to-one communications, meetings and conferences, speaking before groups, written managerial communications, planning and producing business

reports, and advertising managerial communications.

Credits: 3

Every Fall, Spring and Summer

GBA 516 Business Statistics

An examination of the fundamental principles, concepts and techniques involved in application of probability and statistics to business research and managerial decisions. The range of applications covers such various functional areas such as finance, marketing, accounting, management, economics and production. Topics include descriptive statistics, probability concepts and techniques applicable in risk assessment and decision theory, and statistical inference (estimation and hypothesis testing).

Credits: 3

Every Fall and Spring

GBA 517 Fundamentals of Management Information Systems

A survey analysis of the role of information systems in business strategy. Information systems are shown to be facilitators of market penetration, competitive advantage and organizational change. The material is presented within an integrated framework, portraying information systems as being composed of organization, management and technology elements. Topics include: organizational and technical foundations of information systems; applications of information systems in all levels of decision making, including operational, tactical and strategic decision making; management of information as an organizational resource and various information architectures; emerging new information systems technologies; various approaches to building information systems; and issues related to management of information systems.

Credits: 3

Cross-Listings: GBA 517, PM 703

Every Fall and Spring

GBA 520 Managerial Economics

Key micro and macro economic concepts and issues are used to equip students to analyze economic problems and appreciate the events. The course develops key microeconomic concepts, such as the construction of supply and demand curves, elasticity and develops key macroeconomic concepts and tools to examine key policy issues as: National Income Accounting, the aggregate and demand for money, fiscal and monetary policy, international trade, and the impact of changes in exchange rates.

Credits: 3

Every Fall

GBA 521 Legal Aspects of Business Administration

A study of law and the legal system, applying the case study methods of learning, through which legal reasoning and analytical skills are developed. Examples of topics covered are intentional torts, negligence, contracts and the Uniformed

Commercial Code, the law of sales and intellectual property. Other major areas of study include state and federal corporate law; state and federal regulation of business, and the regulation of corporate securities; legal aspects of ethical and social responsibility of business.

Credits: 3

Every Fall and Spring

HRM 721 Industrial Relations

A survey of federal and state laws affecting the conduct of parties in a bargaining relationship. Factors in the bargaining process, strategy and tactics, principles and specifics of contract clauses, and administration and enforcement of the collective bargaining agreement are examined.

Pre-requisite of GBA 512 or MBA 613 are required.

Credits: 3

Cross-Listings: HRM 721, MAN 721

Every Fall

HRM 722 Human Resource Management

A review of the major areas of personnel administration. Topics include selection and replacement, compensation, training and development, labor relations, and employee services. Such activities are viewed from the position of both the large and small firm.

Pre-requisite of GBA 512 or MBA 613 are required.

Credits: 3

Cross-Listings: HRM 722, MAN 722

Every Fall and Spring

HRM 723 Behavior Concepts Applied to Management

A study of the application of behavioral concept techniques to the problems of managers and supervisors in large and small enterprises. Topics include approaches to personnel assessment, development and motivation of managers, and the fundamentals of executive performance.

Pre-requisite of GBA 512 or MBA 613 are required.

Credits: 3

On Occasion

HRM 724 Organizational Development

A survey of contemporary training and development problems, with emphasis on the relationship between development and the organization's personnel decisions. Techniques of personnel training are examined.

Pre-requisite of GBA 512 or MBA 613 are required.

Credits: 3

Cross-Listings: HRM 724, MAN 724, PM 711

Every Spring

HRM 725 Work People and Productivity

An analysis of the problems of the occupational environment in small and large enterprises. Emphasis is on the practical problem solving that is of immediate concern to the participants. Topics include: new approaches to motivation, attitudes, job satisfaction, job enrichment, monotony, fatigue, working conditions and conflict resolution, quality circles, and productivity.

Pre-requisite of GBA 512 or MBA 613 are required.
Credits: 3

Cross-Listings: HRM 725, MAN 725, PM 712
Every Spring

HRM 726 Legal and Regulatory Environment in Human Resource Management

An examination, discussion and exploration of laws, regulations and judicial decisions affecting the Human Resources manager. Case studies are used to develop an awareness of the legal problems facing the modern manager. Emphasis is on the federal agencies and laws, but areas of regulation reserved to the states are also discussed.

Pre-requisite of GBA 512 or MBA 613 are required.
Credits: 3

Cross-Listings: HRM 726, MAN 726
Every Fall

HRM 750 Management Seminar

A consideration of the human problems of organizational management from a multidisciplinary point of view. Concepts and research from the behavioral sciences are applied to the personnel problems of management. Theory and technique are integrated by using group and individual study projects. The course is designed to enhance interpersonal skills related to superiors, subordinates, staff specialists and peers.

The pre-requisites of GBA 512 or MBA 613; GBA 515, GBA 517,

HRM 721, 722, 726, and 797 are required.

Credits: 3

Cross-Listings: HRM 750, MAN 750

Every Spring

HRM 790 Compensation and Benefits

This course focuses on employee compensation and employee benefits. Topics considered in this course include strategic compensation policy, compensation management and administration, pay-for-performance, as well as how compensation is determined for both hourly and salaried employees. Benefit topic will include both legally required and employer discretionary benefits, as well as how firms develop and administer employee benefit plans; relevant laws for both compensation and benefits will also be covered.

The pre-requisite of HRM 722 or MAN 722 is required.

Credits: 3

Alternate Semesters

HRM 791 Employee Training and Development

Training refers to a planned effort by an organization to facilitate employee's learning of job related skills and behaviors. The purpose of this course is to provide the student with the knowledge and skills that are required to design, develop, and deliver quality employee training. Within the context of training, approaches to employee development will also be discussed.

The pre-requisite of HRM 722 or MAN 722 is required.

Credits: 3

On Occasion

HRM 792 Diversity in the Workplace

This course employs a seminar format and examines the complex and encompassing ways in which people differ, including examining the primary dimensions (age culture/ethnicity/race, language, gender, physical abilities and sexual orientation) and secondary dimensions (education, geographical location, income, marital status, parental status, religion and work experience) that formulates in many instances the view of cultural diversity.

The pre-requisite of HRM 722 or MAN 722 is required.

Credits: 3

On Occasion

HRM 793 Workplace Safety and Health

An in-depth study of issues and practices related to workplace safety and health. Relevant topics include OSHA rules and regulations, OSHA inspections, employer requirements under the act, the role of HR in ensuring employer and employee compliance with the act, filing and record keeping requirements. Within the context of OSHA, workplace violence, domestic violence, and workplace security will also be covered.

The pre-requisite of HRM 722 or MAN 722 is required.

Credits: 3

On Occasion

HRM 797 Case Studies in Human Resource Management

This is an applications-oriented course that is designed to provide students with the opportunity to apply HR theory to the practical everyday challenges faced by HR generalists. Relevant course topics addressed during the semester include: Strategic Management: Workforce Planning, Recruitment, Selection decisions, % & D, Compensation and Benefits, Labor Relations, workplace Safety and Security. Emphasis is placed on developing and evaluating alternative solution strategies.

The pre-requisite of HRM 722 or MAN 722 is required.

Credits: 3

Every Spring

HRM 798 Special Topics in Human Resources Management

An examination of selected themes current developments, emerging issues, and areas of professional specialization in the field of Human Resources Management. Topics vary.

The pre-requisite of HRM 722 or MAN 722 is required.

Credits: 3

Every Summer

HRM 799 Advanced Topics in Human Resources Management

An in-depth study of selected themes, current

developments, emerging issues, and areas of professional specialization in the field of Human Resources Management. Topics vary.

The pre-requisite of HRM 722 or MAN 722 is required.

Credits: 3

Every Summer

IBU 701 International Business

An introduction to international business that examines those aspects of economics, finance, investment and trade that have an international dimension. Topics include historical development of multinational enterprises, relations between multinational corporations and host countries, and special problems associated with international operations.

Pre-requisites of GBA 511, GBA 512, GBA 514 and MBA 620 are required.

Credits: 3

Cross-Listings: IBU 701, MAN 780

Every Fall and Spring

IBU 702 International Financial Markets

An analysis of the financial opportunities and risks resulting in global market investment, with a focus on international portfolio diversification and management. Topics include determinants of foreign exchange rate and international capital flows; balance of payments analysis techniques; foreign exchange risk management, especially hedging and speculation strategies; the reasons for and impact of official intervention; and a study of the Eurocurrency and Eurobond markets, as well as a review of leading indicators for the various international stock markets.

Pre-requisites of GBA 511 and GBA 514 or 520 are required.

Credits: 3

Cross-Listings: FIN 716, IBU 702

On Occasion

IBU 703 International Trade

A review of the principles of international trade its magnitude, direction, and industrial classification as well as the institutions (e.g., GATT) facilitating it. The course focuses on practical techniques and problems of exporting and importing, with special attention to small business. Topics include sources of marketing information, techniques of payment and collections, currency fluctuation problems and balance of payments analysis, sources and uses of funds to finance foreign trade, and government assistance.

Pre-requisites of GBA 511 and GBA 514 or 520 are required.

Credits: 3

Cross-Listings: FIN 715, IBU 703, MKT 716

On Occasion

IBU 704 Management of International Business

A focus on the management of direct international investment, commonly known as multinational corporation, that examines the nature, growth and

new directions of direct investment and how those elements are related to changing economic, social and monetary conditions. The course highlights the interplay of business and government in international management.

The pre-requisites of GBA 512, MBA 613 and MBA 620 are required.

Credits: 3

On Occasion

IBU 705 International Marketing

The study and analysis of the special problems of marketing in the international marketplace.

Marketing problems of overseas subsidiaries of multinational firms are explored, as are the importing and exporting activities of domestic firms, licensing/franchising, and foreign direct investment, including strategic alliances.

Pre-requisite of GBA 513 and MBA 612 are required.

Credits: 3

Cross-Listings: IBU 705, MKT 717

On Occasion

IBU 706 Comparative International Management

Comparisons among national managerial systems.

The functional inter-relationships between managers and their international environments and the problems of cross-national cooperation are highlighted.

The pre-requisite of MBA 613 is required.

Credits: 3

On Occasion

IBU 707 Multinational Business in Developing Nations

An analysis of the opportunities and problems of operating multinational firms in developing nations. Consideration is given to marketing opportunities, national customs and mores, natural resource policies, tax policies, governmental economic nationalism, and similar concepts relevant to operating in developing nations.

Pre-requisites of GBA 512 and IBU 701 are required.

Credits: 3

On Occasion

IBU 708 International Corporate Finance

An analysis of the financial opportunities, risk and decision-making processes associated with international operations. Topics include management of translation, transaction, and economic exposure; taxation issues; multinational capital budgeting and current asset management; complexities of international performance evaluation and control systems; comparative financial statement analysis; cost of capital; and international financing options. The case method is employed.

The pre-requisite of FIN 716 is required.

Credits: 3

Cross-Listings: FIN 726, IBU 708

On Occasion

IBU 745 International Taxation

A study of U.S. corporations doing business in foreign countries; U.S. taxation of foreign income and foreign tax credits; allocation of income among related entities; and tax treaties. (45 CPE credits)

Pre-requisite of ACC 501/GBA 510, and TAX 723 or the equivalent, are required.

Credits: 3

Cross-Listings: IBU 745, TAX 745

Every Fall

IBU 750 International Business Seminar

An analysis of the decision-making processes and methods for defining, analyzing and resolving contemporary international financial and trade problems. Emphasis is on assessing international developments and trade relating to business. Three credits.

The pre-requisite of GBA 512 is required.

Credits: 3

On Occasion

IBU 770 International Accounting

Insight into the international accounting environment from the viewpoint of the U.S.-based multinational organization.(45 CPE credits)

The pre-requisite of ACC 501 or equivalent is required.

Credits: 3

Cross-Listings: ACC 770, IBU 770

Every Fall

MAN 702 Theories of the Organization

A survey of organizational theories with particular emphasis on goal setting assessing, achievement and displacement. Topics include the relationship of authority, role responsibility, organizational structure, design and culture. Students diagnose organizational functions, analyze deficiencies, and determine ways of adapting organizational structure to realize goals.

Pre-requisite of GBA 512 or MBA 613 are required.

Credits: 3

On Occasion

MAN 703 Project Analysis and Program Management

A survey of managerial criteria for effective project planning and management. Topics include establishing objectives, cost benefit analysis, planning methods, organizational concepts, causes of conflict, conflict resolution and options in allocation of resources.

Pre-requisite of GBA 512 or MBA 613 are required.

Credits: 3

On Occasion

MAN 704 Managerial Planning and Control Systems

A study of the formulation of integrated long-range and strategic plans relating to organizational objectives, expense centers, performance centers and investment centers. Also studied are methods of measuring performance and handling information.

Pre-requisite of GBA 512 or MBA 613 are required.

Credits: 3

On Occasion

MAN 705 Management Decision Theory

A survey of the decision-making processes and methods for examining, defining, analyzing and solving complex problems. Emphasis is on defining objectives, value systems, and methods for identifying and assessing alternative courses of action.

Pre-requisite of GBA 512 or MBA 613 are required.

Credits: 3

On Occasion

MAN 707 Small Business and New Venture Management

An examination of the role of a small business in a dynamic, free enterprise economy, designed to stimulate a creative approach (by entrepreneurs) to the problems of a small firm. The course emphasizes establishing new enterprises, financing, organizing, planning, operating, marketing, growth and acquisitions

Pre-requisite of GBA 511, GBA 512 and MBA 613 are required.

Credits: 3

On Occasion

MAN 708 Management of Technology and Product Innovation

A survey of new technologies in society and business. Topics include opportunities and threats, technological forecasting, evaluation of new products and services, the management of new research and development, stimulating creativity, economic evaluation of research products, organizational characteristics, and estimating and controlling research and development costs.

Pre-requisite of GBA 512, GBA 517 and MBA 613 are required.

Credits: 3

On Occasion

MAN 709 Government and the Management Technology

An examination of the changing role of government in shaping and directing the management of technology in the civilian sector of the economy. Principal themes include the rationales, processes and mechanisms of government involvement; promotion and regulation of technological development and use by government; industrial policy in the United States and other countries; and the impact of government on product innovation and on the national economy.

The pre-requisite of GBA 517 or PM 703 is required.

Credits: 3

On Occasion

MAN 721 Industrial Relations

A survey of federal and state laws affecting the conduct of parties in a bargaining relationship.

Factors in the bargaining process, strategy and tactics, principles and specifics of contract clauses, and administration and enforcement of the collective bargaining agreement are examined.
Pre-requisite of GBA 512 or MBA 613 are required.
Credits: 3
Cross-Listings: HRM 721, MAN 721
Every Fall

MAN 722 Human Resource Management

A review of the major areas of personnel administration. Topics include selection and replacement, compensation, training and development, labor relations, and employee services. Such activities are viewed from the position of both the large and small firm.
Pre-requisite of GBA 512 or MBA 613 are required.
Credits: 3
Cross-Listings: HRM 722, MAN 722
Every Fall and Spring

MAN 723 Behavior Concepts Applied to Management

A study of the application of behavioral concept techniques to the problems of managers and supervisors in large and small enterprises. Topics include approaches to personnel assessment, development and motivation of managers, and the fundamentals of executive performance.
Pre-requisite of GBA 512 or MBA 613 are required.
Credits: 3
On Occasion

MAN 724 Organizational Development

A survey of contemporary training and development problems, with emphasis on the relationship between development and the organization's personnel decisions. Techniques of personnel training are examined.
Pre-requisite of GBA 512 or MBA 613 are required.
Credits: 3
Cross-Listings: HRM 724, MAN 724, PM 711
Every Spring

MAN 725 Work People and Productivity

An analysis of the problems of the occupational environment in small and large enterprises. Emphasis is on the practical problem solving that is of immediate concern to the participants. Topics include: new approaches to motivation, attitudes, job satisfaction, job enrichment, monotony, fatigue, working conditions and conflict resolution, quality circles, and productivity.
Pre-requisite of GBA 512 or MBA 613 are required.
Credits: 3
Cross-Listings: HRM 725, MAN 725, PM 712
Every Spring

MAN 726 Legal and Regulatory Environment in Human Resource Management

An examination, discussion and exploration of laws, regulations and judicial decisions affecting the Human Resources manager. Case studies are used to develop an awareness of the legal problems facing the modern manager. Emphasis is on the

federal agencies and laws, but areas of regulation reserved to the states are also discussed.
Pre-requisite of GBA 512 or MBA 613 are required.
Credits: 3
Cross-Listings: HRM 726, MAN 726
Every Fall

MAN 750 Management Seminar

A consideration of the human problems of organizational management from a multidisciplinary point of view. Concepts and research from the behavioral sciences are applied to the personnel problems of management. Theory and technique are integrated by using group and individual study projects. The course is designed to enhance interpersonal skills related to superiors, subordinates, staff specialists and peers.
The pre-requisites of GBA 512 or MBA 613; GBA 515, GBA 517, HRM 721, 722, 726, and 797 are required.
Credits: 3
Cross-Listings: HRM 750, MAN 750
Every Spring

MAN 780 International Business

An introduction to international business that examines those aspects of economics, finance, investment and trade that have an international dimension. Topics include historical development of multinational enterprises, relations between multinational corporations and host countries, and special problems associated with international operations.
Pre-requisites of GBA 511, GBA 512, GBA 514 and MBA 620 are required.
Credits: 3
Cross-Listings: IBU 701, MAN 780
Every Fall and Spring

MBA 612 Marketing Strategy

A focus on marketing planning processes, concepts, methods and strategies with global orientation at the product level as well as the corporate level. The course emphasizes the relationship between marketing and other functions and draws on perspectives from industrial economics, corporate finance and strategic management literature. Marketing strategies and practices of contemporary firms are discussed as they relate to industrial and consumer products and services. The overall objective of the course is to help students incorporate and apply the skills, methods and insights they have acquired in previous marketing and other business courses to the design and implementation of marketing strategies.
Pre-requisite of GBA 513 is required.
Credits: 1.50
Every Fall and Spring

MBA 613 Organizational Behavior

An analysis of both the formal and informal aspects of the administration process. Topics include human behavior in an organizational environment, individual behavior patterns, superior/subordinate relationships, group dynamics, leadership,

communication, motivation and decision making, and the impact of innovation and change on the organization.
Pre-requisite of GBA 512 is required.
Credits: 3
Every Fall and Spring

MBA 620 Behavioral Finance

Behavioral finance offers a new perspective on modern investing. Phenomena such as stock momentum or the tendencies of investors to hold on to losing stocks too long are inconsistent with the notions of traditional finance market efficiency, yet they are perfectly consistent with psychological human processing of information. Students will gain a proficiency in learning the knowledge of psychological factors and economics concepts, implement this knowledge in the financial markets and apply the behavior finance ideas in the analysis of real market trading phenomena.
The pre-requisites of GBA 510, 511, 512, 513, 514, 515, 516, and 517 are required.
Credits: 3
Every Fall and Spring

MBA 621 Service and Operations Management

This course will focus on the various aspects involved in the management of service operations within the "pure" service sector (banking, transportation, travel and tourism, etc.) and within the services functions of manufacturing (after-sales support, financing, etc.). After an introductory section to provide an overview of the role of services in the economy and within the functioning of various enterprises, the following topics and more will be explored: design and delivery of services, the measurement of productivity and quality, managing capacity and demand, quality management redesign of service delivery processes, management of technology, and managing human resources. The course explores the dimensions of successful service firms and helps students discover entrepreneurial opportunities.
The pre-requisites of GBA 510, 511, 512, 513, 514, 515, 516, and 517 are required.
Credits: 3
Every Fall and Spring

MBA 626 Risk Management

This course deal with the theoretical and practical approaches to effective financial management. Planning, analyzing and controlling investment and short and long term financing are examined for decision-making purposes. Emphasis is placed on the application of Risk, the methods in today's business environment and related industries. Topics include: Capital budgeting, risk and diversification, asset liability management, financial derivatives and financial engineering, swaps, options and financial future.
The pre-requisites of GBA 510, 511, 512, 513, 514, 515, 516, 517 and MBA 620 are required.
Credits: 3
Every Fall and Spring

MBA 630 Marketing Strategy

A focus on marketing planning processes, concepts, methods and strategies with global orientation at the product level as well as the corporate level. The course emphasizes the relationship between marketing and other functions and draws on perspectives from industrial economics, corporate finance and strategic management literature. Marketing strategies and practices of contemporary firms are discussed as they relate to industrial and consumer products and services. The overall objective of the course is to help students incorporate and apply the skills, methods and insights they have acquired in previous marketing and other business courses to the design and implementation of marketing strategies.

Pre-requisite of GBA 513 is required.

Credits: 1.50

Every Fall and Spring

MBA 631 Organizational Leadership

An exploration of transformational leadership as embodied in earlier theoretical classics in the field. Includes discussions on great man theory, trait theory, autocratic/democratic leadership, contingency and situational leadership.

Pre-requisite of GBA 512 is required.

Credits: 1.50

Cross-Listings: MBA 631, MBA 631

Every Fall and Spring

MBA 632 Ethics in a Global Society

An exploration of the environment in which business is conducted with emphasis on legal, social and political dimensions. The demands for ethical responsibility in business are also explored and evaluated.

Pre-requisite of GBA 512 is required.

Credits: 1.50

Every Fall and Spring

MBA 633 Corporate Financial Policy

An analysis of techniques used to attain long-term corporate objectives by means of financial policy. Topics include capital budgeting, cost of financial and capital structure, sources of long-term funds, dividend policies, mergers, acquisitions and consolidations.

Pre-requisite of GBA 511 is required.

Credits: 1.50

Every Fall and Spring

MBA 634 Service/Operations Management

This course will focus on the various aspects involved in the management of service operations within the "pure" service sector (banking, transportation, travel and tourism, etc.) and within the services functions of manufacturing (after-sales support, financing, etc.). After an introductory section to provide an overview of the role of services in the economy and within the functioning of various enterprises, the following topics and more will be explored: design and delivery of services, the measurement of productivity and quality, managing capacity and demand, quality

management, redesign of service delivery processes, management of technology, and managing human resources. The course explores the dimensions of successful service firms and helps students discover entrepreneurial opportunities.

Pre-requisite of GBA 512 is required.

Credits: 1.50

Every Fall and Spring

MBA 635 Entrepreneurship

This course provides an introduction to the process of planning and starting a new business venture as well as an overview of entrepreneurial thinking. Through lecture, online discussion and group projects, students will explore entrepreneurial concepts including industry analysis, market analysis, lean start-up methodology, feasibility analysis and value propositions.

Pre-requisites of MBA 512 and 513 are required.

Credits: 1.50

Every Fall and Spring

MBA 640 Making Effective Presentations

This class is designed to provide training and experience in delivering effective oral presentations in various academic settings. It is intended for students who have little or no experience giving formal presentations. In addition to focusing on content, structure and delivery of oral presentations, we will highlight certain aspects of public speaking, including pronunciation, volume, intonation and gestures to help improve overall presentation skills.

Credits: 1

Every Fall and Spring

MBA 641 Managerial Communication

An investigation into the way people within the organization communicate. The course includes the interpretation and application of organization communication for the working or aspiring manager. Topics include personal communication styles, media and tools for the manager/communicator, organizational communication climate, one-to-one communications, meetings and conferences, speaking before groups, written managerial communications, planning an producing business reports, and advertising managerial communications.

Credits: 1

Every Fall and Spring

MBA 642 Building your Online Brand

This course provides students with an introduction to creating and managing their personal online brand. Through lecture, online discussion and real world assignments, students will learn to use the web and social media to enhance their professional careers.

Credits: 1

Every Fall and Spring

MBA 643 Working in Team and Project Management

This course explores complex issues that confront managers working in group settings involving project formulation, implementation and control. Case studies are used to explore problems, solutions and best practices across numerous industry settings.

Credits: 1

Every Fall and Spring

MBA 644 Career Planning

This course will explore core competencies required by the 21st century workplace and students' own plan for career/industry exploration. Competency in key aspects of career development will be demonstrated: creation of a skill-based resume, targeted cover letter, effective use of social media for career exploration and self-marketing, and knowledge of networking strategies and job search strategies.

Credits: 1

Every Fall and Spring

MBA 650 Business Intelligence

This course is designed to impart the concepts and the practical aspects of a collection of computer technologies that support managerial work - essentially, Decision Making. These technologies called Business Analytics and Business Intelligence have had a profound impact on corporate strategy, performance management and competitiveness. Topics covered include: business intelligence, analytics and decision support, data warehousing, business reporting, visual analytics, big data analytics, business analytics, and emerging trends and future directions.

Pre-Requisite of MBA 620 is required.

Credits: 1

Every Fall and Spring

MBA 651 Marketing Analytics

Marketing analytics is the process and methodologies used by marketers to evaluate their marketing efforts, assess their effects in the short and long run, and investigate how to improve them. Marketing analytics then offers a dashboard that allows marketers to make the right managerial decisions in order to increase their performances. Performance is measured through different business metrics.

Pre-Requisite of MBA 620 is required.

Credits: 1.50

Every Fall and Spring

MBA 652 Transformational Leadership

An exploration of transformational leadership as embodied in later theoretical classics in the field. Includes discussions on reframing leadership, emotional intelligence, charismatic leadership, empowering others, principle-centered and servant leadership.

Pre-requisite of MBA 631 is required.

Credits: 1.50

Every Fall and Spring

MBA 653 Investment Analysis

An introduction to the theory and practice of security analysis, including the valuation of individual securities, with emphasis on common stocks and fixed income securities, valuation of the stock market as a whole, and portfolio management and investment strategies. Investment risks are analyzed and measurements of risk are examined. An introduction to derivative securities is included. *Pre-Requisite of MBA 633 is required.*

Credits: 1.50

Every Fall and Spring

MBA 654 Decision Making

This hybrid course introduces a practical, applied and analytical approach to managerial decision making. Analytic thinking, systems thinking, and creative thinking will be employed in the context of a business simulation. Topics include decision-making models; dealing with the certain, the uncertain, and the unknowable; forecasting; managing risk; sensitivity analysis, probabilistic decision models; survey design and regression analysis.

Pre-requisite of MBA 634 is required.

Credits: 1.50

Every Fall and Spring

MBA 800 Business Policy I

An examination of the fields of policy making and administration that build upon and integrate the work covered in the graduate curriculum. The viewpoint is that of senior general managers who set company-wide objectives and coordinate departmental policies and activities. As an integrating experience, students are expected to bring their overall acquired business knowledge to bear on the intricacies of managerial decision making. Through text, case analysis and a computer-based simulation, students have an opportunity to test their skill in the use of financial, marketing and management variables in a competitive situation. Selected guest lecturers and assignment of a major written project round out the learning experience by providing each student with a pragmatic discussion forum, as well as research and writing experience with the dynamics of a changing business world.

The following pre-requisites are required to enroll in MBA 800 or 801:

GBA 510, 511, 512, 513, 514, 515, 516, 517;

MBA 612, 613, 620, 621, 625 and 626;

Any four 700 level MBA courses.

Credits: 3

Every Fall and Spring

MBA 801 Business Policy II

An examination of the fields of policy making and administration that build upon and integrate the work covered in the graduate curriculum. The viewpoint is that of senior general managers who set company-wide objectives and coordinate departmental policies and activities. As an

integrating experience, students are expected to bring their overall acquired business knowledge to bear on the intricacies of managerial decision making. Through text, case analysis and a computer-based simulation, students have an opportunity to test their skill in the use of financial, marketing and management variables in a competitive situation. Selected guest lecturers and assignment of a major written project round out the learning experience by providing each student with a pragmatic discussion forum, as well as research and writing experience with the dynamics of a changing business world.

The following pre-requisites are required to enroll in MBA 800 or 801:

GBA 510, 511, 512, 513, 514, 515, 516, 517;

MBA 612, 613, 620, 621, 625 and 626;

Any four 700 level MBA courses.

Credits: 3

Every Fall and Spring

MKT 701 Marketing Communication and Advertising

A study of the role of mass and personal communication and sales promotion in marketing management and their social and economic implications. Research findings in communication theory behavioral sciences, and comprehensive models of buyer behavior are particularly stressed. The course surveys the planning, implementation and measurement of effectiveness of marketing communication activities. Students are required to develop integrated promotional campaigns based on actual marketing information.

Pre-requisite of GBA 513 is required.

Credits: 3

On Occasion

MKT 702 Marketing Research

An examination of information requirements for marketing decisions. Particular emphasis is placed on the development of cost and benefit analytical tools for evaluating various marketing information systems designs. Other topics include the design of surveys and experiments, questionnaire construction, decision models, data analysis techniques and data interpretation.

Pre-requisite of GBA 513 is required.

Credits: 3

On Occasion

MKT 703 Sales Management and Forecasting

A focus on the management of selling activities and the outside sales force as critical elements of marketing operations. Includes discussion of the administrative activities of sales force managers from the district manager up to the top-level sales force executive in the firm. Organization of the sales department, operating the sales force, planning sales force activities, and analysis and control of sales operations are covered. Major emphasis is given to determining market and sales potentials, forecasting sales, preparing sales budgets, and establishing territories and quotas. Cases are

used to stress practical applications.

Pre-requisite of GBA 513 is required.

Credits: 3

On Occasion

MKT 705 Consumer Behavior

A multidisciplinary approach to understanding consumer behavior in the marketplace that integrates the contributions of cultural anthropology, psychology, sociology and economics. The course reviews the role of the behavioral sciences in marketing in such areas as determination of market segments, product choice, brand loyalty and switching shopping behavior. Topics include learning theory, motivation, diffusion of innovation, reference group theory, role playing, perception and attitude formation. Managerial implications are examined using case studies.

Pre-requisite of GBA 513 is required.

Credits: 3

On Occasion

MKT 706 Product Planning and Marketing

The use of the case study method to develop skills of analysis and decision making as they relate to product planning, management and portfolio analysis. The effects of product design, pricing, promotion, advertising, research, distribution channels, sales efforts and legislation are examined in an effort to understand their interrelationships as they affect both volume and profit. The product management organizational structure is also examined. Outside lecturers from industry visit, as available.

Pre-requisite of GBA 513 is required.

Credits: 3

On Occasion

MKT 707 Marketing Distribution Systems

An analysis of the competitive struggle for channel command and the utilization of economic and analytical tools and behavioral models. The growth of, and innovation in, vertical systems are examined with regard to social, economic and legal constraints. The course also surveys the objectives and decision-making processes of individual members at various channel levels. Cases are used to stress practical applications.

Pre-requisite of GBA 513 is required.

Credits: 3

On Occasion

MKT 708 Industrial Marketing

An analysis of current marketing practices for manufacturers and suppliers of services to industrial and government markets. Emphasis is placed on the strategy of market selection, product planning, pricing, distribution and buyer/seller relations pertaining to industrial products.

Pre-requisite of GBA 513 is required.

Credits: 3

On Occasion

MKT 709 New Product Development

A study of the management of the product mix. The course presents an analytical approach to new-product decisions. Topics include product policy considerations, new-product search, development, economic analysis, and the factors leading to the decision to commercialize, test market or discontinue a product.

Pre-requisite of GBA 513 is required.

Credits: 3

On Occasion

MKT 710 Management of Marketing Operations

An analysis of the marketing process, including formulation of policies, and the planning, organizing, directing and coordinating of activities of marketing functions. The relation of marketing research and consumer motivation studies as they relate to marketing mix elements is also examined.

The pre-requisite of GBA 513 or MBA 612 is required.

Credits: 3

On Occasion

MKT 712 Direct Marketing

A detailed study of direct response techniques, an increasingly important component of the marketing efforts of companies of all sizes. Direct marketers have developed a sophisticated awareness of the exact relationship of their marketing effort to sales and profits; this course familiarizes students with the entire range of direct marketing, media and fulfillment strategies, with special emphasis on scientific database management.

Pre-requisite of GBA 513 is required.

Credits: 3

On Occasion

MKT 716 International Trade

A review of the principles of international trade its magnitude, direction, and industrial classification as well as the institutions (e.g., GATT) facilitating it. The course focuses on practical techniques and problems of exporting and importing, with special attention to small business. Topics include sources of marketing information, techniques of payment and collections, currency fluctuation problems and balance of payments analysis, sources and uses of funds to finance foreign trade, and government assistance.

Pre-requisites of GBA 511 and GBA 514 or 520 are required.

Credits: 3

Cross-Listings: FIN 715, IBU 703, MKT 716

On Occasion

MKT 717 International Marketing

The study and analysis of the special problems of marketing in the international marketplace. Marketing problems of overseas subsidiaries of multinational firms are explored, as are the importing and exporting activities of domestic firms, licensing/franchising, and foreign direct

investment, including strategic alliances.

Pre-requisite of GBA 513 and MBA 612 are required.

Credits: 3

Cross-Listings: IBU 705, MKT 717

On Occasion

MKT 750 Marketing Seminar

An analysis of the processes that shape marketing policy to maintain profitable operations. Emphasis is on the use of planning theory, game theory and input-output analysis in devising market plans and decision making. Application of such techniques is illustrated by cases and actual marketing problems of companies.

Pre-requisite of GBA 513 is required.

Credits: 3

On Occasion

DEPARTMENT OF TECHNOLOGY, INNOVATION AND COMPUTER SCIENCE

Professors Chung, Rodriguez
Associate Professors Ghriga (Chair), League
Assistant Professor Shang
Adjunct Faculty: 9

In the global marketplace, no company or organization can exist without computers and technology. Companies rely on highly skilled and technically adept people to maintain software and hardware and provide support. New uses for computers emerge continuously and the potential for technology is unlimited. The outlook for continued technological development is positive, especially in the fields of communication, transportation, biotechnology, and service industries. Wireless technology, broadband and security technology are all growing fields and technology skills are still in high demand in the government and military, health care and pharmaceuticals. As computer applications expand, jobs for system analysts, computer scientists, and database and network administrators are expected to be among the fastest growing occupations. The department's primary goal is to instill in students sound analytical reasoning in the latest technologies so that they have long, successful careers in fields that are continually evolving and that offer a broad array of professional opportunities.

The department offers the Master of Science in Computer Science.

M.S. in Computer Science

Blended Learning - Onsite & Online

The 36-credit M.S. in Computer Science provides students with the knowledge and skills to become successful leaders in the field of computer science. It is open to students from all undergraduate fields. The program provides the foundations and advanced applications with an emphasis on the design and development of large software systems.

Required courses cover what is commonly accepted by the Association for Computing Machinery (ACM) as the core of graduate computer science. The inclusion of small implementation projects and/or computer programming exercises in most courses provides experience in the practical aspects of the software development cycle

This program is offered in a **NEW blended learning format**, where nearly half of the courses will be delivered online and the balance will be offered in a traditional classroom setting. Please speak with a representative from the Office of

Admissions or the School of Business' Office of Advisement about this option.

Admission Requirements:

The standards for admission to the program are as follows:

1. A bachelor's degree from an accredited institution
2. An undergraduate grade point average of 3.0
3. A written statement outlining applicant's objectives for seeking admission into the program
4. A current résumé
5. Two letters of recommendation
6. A completed application submitted to the Office of Admissions

Candidates meeting the admission requirements will be placed into one of the following two tracks depending upon the candidate's undergraduate degree and background in fundamentals of computer science and programming. Other evidence of competence may be required to grant a limited matriculation status in the program.

Track 1 – Candidates admitted into Track 1 will have a bachelor's degree in computer science or management information systems and will begin their program with the required core courses.

Track 2 – Candidates without a bachelor's degree in computer science or management information systems will be admitted into Track 2 and required to demonstrate proficiency in computer programming and foundations by passing the competency waiver exam or completing two preparation courses: Computer Science 601 and 605 or their equivalents.

Computer Science Background Requirements

A candidate who is not proficient in the C programming language must take CS 601 (no credits toward computer science master's degree). A candidate who does not have sufficient background in computer science foundations (i.e., operating systems, computer architecture, discrete structures, advanced programming) must take CS 605 (3 credits). Candidates who successfully complete both CS 605 and CS 601 will get three (3) elective credits for CS 605.

Transfer Credits

Students are permitted to transfer a maximum of six (6) graduate computer science credits from other institutions with the approval of the department chair. Industry training courses that meet time and content requirements may, with the approval of the chair, qualify for transfer credits.

Competency Equivalencies

Students who can demonstrate competency in core courses may request that the course(s) be waived. The student will substitute an elective course, with the approval of the department chair.

M.S., Computer Science

[Program Code: 89373]

Computer Science Core: 21 Credits

The following seven (7) courses are required:

CS	631	Algorithms and Data Structures	3.00
CS	633	System Analysis and Design	3.00
CS	641	Computer Architecture	3.00
CS	643	Operating Systems	3.00
CS	645	Computer Communications and Networking	3.00
CS	649	Database Management Systems	3.00
CS	666	Artificial Intelligence	3.00

Computer Science Electives: 9 to 12 Credits

Three (3) Advanced Computer Science Courses with **Thesis Option**

Four (4) Advanced Computer Science Courses with **Software Development Project**

Thesis Option: 6 credits

CS	698	Computer Science Thesis	3.00
CS	699	Computer Science Thesis	3.00

Software Development Project Option: 3 credits

CS	690	Software Development Project	3.00
OR			
CS	691	Software Development Project	3.00

Credit and GPA Requirements

Minimum Credits (Thesis Option): 36

Minimum Credits (Project Option): 36

Minimum Major GPA: 3.0

Computer Science Courses

CS 601 Principles of Computer Science and Structured Programming C

A study of the fundamentals of structured program design using a block-structured language such as C, functions and file organization, and processing.

Students are required to design and run multiple programs for problem solving on a computer. Not credited to M.S. in Computer Science.

Credits: 3

Every Fall and Spring

CS 605 Fundamentals of Computer Science and Systems Programming

A study of the fundamental concepts of machine architecture and operating systems, including assembly language programming, data structures and algorithms used in advanced C programming. Students are required to design and run computer programs. Not credited to M.S. in Computer Science.

Credits: 3

Every Fall and Spring

CS 631 Algorithms and Data Structures

An intensive treatment of the application of data structures and algorithms in Computer Science. Topics include recursion; sequential, linked and dynamic allocation of storage stacks; queues; trees; graphs; hash tables; and internal and external sorting and searching. Emphasis is placed on the design, implementation and evaluation of algorithms.

Pre-requisite of CS 601 or equivalent is required.

Credits: 3

Every Spring

CS 633 System Analysis and Design

Successful system development entails much more than just coding. We will survey various models of the software development process, learn how to elicit and analyze system requirements, and how to apply various design strategies, notations, and tools. In the end, you will understand why quality is so elusive in the development of information systems, and you will be comfortable with a range of processes, methods, and tools to help achieve it.

Pre-requisite of CS 631 is required.

Credits: 3

Every Fall

CS 641 Computer Architecture

A study of computer architecture and organization, with emphasis on quantitative analysis. Boolean algebra is introduced to teach digital devices.

Students are required to design and implement on paper a simple microprocessor by the end of the semester. Microprogramming and conventional machine level are taught. Programming is expected in an assembly programming language.

Pre-requisite of CS 601 or equivalent, and CS 605 or equivalent, are required.

Credits: 3

Every Fall

CS 643 Operating Systems

An introduction to the algorithms and data structures of operating systems and their performance in various environments. Topics include CPU scheduling, memory management, virtual memory, mutual exclusion and deadlock concurrent processes, and protection and security.

Credits: 3

Every Spring

CS 645 Computer Communications and Networking

An introductory course in computer networks, with emphasis on the physical and logical design of computer networks using the OSI and TCP/IP layered models as conceptual frameworks. The physical, data link, network, and transport layers are discussed in detail. Examples are provided from existing network architectures. The TCP/IP protocol suite is studied in the contexts of the network and transport layers.

Credits: 3

Every Spring

CS 649 Database Management Systems

An examination of the concepts and practical aspects of database management systems and how data resources can be designed and managed to support information systems in organizations. Topics include data models and data and storage structures and their relation to data access; use and management of database systems, data independence; and data sharing, availability, security, integrity and consistency. Students are required to design and implement a database using a relational database management system, such as SQL.

Credits: 3

Every Fall

CS 655 Object-Oriented Software Methodology - C++

A study of object-oriented analysis and design techniques. Several case studies with C++ are used to implement the object-oriented design techniques. Topics include design of classes, class interfaces, overloading (functions and operators), inheritance, polymorphism, dynamic binding, reusability and aspects of software quality modularity. Students are required to complete projects with C++.

Pre-requisite of CS 601 or knowledge of the C language is required.

Credits: 3

On Occasion

CS 664 Compiler Theory and Design

A study of the following: compiler organization - symbol table, lexical analysis, syntactic analysis, semantic analysis, object code generation and code optimization techniques; polish notation, triples, trees; the translation of arithmetic expressions and programming constructs; the impact of various

language designs on the compilation process; compilation of ambiguous and non-deterministic languages; formal languages, parse techniques; and optimization techniques.

Credits: 3

On Occasion

CS 666 Artificial Intelligence

An examination of the concepts and methodologies used in constructing intelligent computer programs. Areas covered are state space representation, knowledge representation and reasoning techniques, and search strategies, including heuristic search and genetic algorithms. Application areas are selected from game playing, expert-systems, natural language processing and machine learning. Overview of AI tools and languages is included. Students are required to implement an AI project.

Pre-requisite of CS 631 is required.

Credits: 3

Every Fall

CS 668 Advanced Topics in Data Base Technology

A study of the following: business and industrial application development; graphical user interfaces with client/server computing distributed data bases; interface of relational data bases with software packages.

Pre-requisite of CS 649 is required.

Credits: 3

On Demand

CS 669 Expert and Knowledge Base Systems

A study of the methodologies for designing and implementing expert and knowledge-based systems. Topics are expert and knowledge-based problem solving, knowledge acquisition, explanation generation, and expert system development tools. Comprehensive treatment of an expert system design and development tool such as ECLIPSE is conducted. Students are required to implement an expert system project.

Pre-requisite of CS 666 is required.

Credits: 3

On Occasion

CS 673 Internet Programming with JAVA

A look at programming for the Internet and concepts that relate to Internet technologies. Topics include JAVA, object-related programming, CGI and Dynamic HTML. JAVA topics include classes, interface classes, exceptions, libraries, threads, network programming and database access. Writing CGI code for Web servers and JDBC for database connectivity is also covered. Students are required to complete projects with JAVA.

The pre-requisites of CS 601 and 645, and the co-requisite of CS 631 are required.

Credits: 3

On Occasion

CS 674 Distributed Systems

A detailed treatment of distributed systems in applications such as databases, computer networks

and communication, architecture, and operating systems. Guiding theory, design principles, and tools for analyzing and performing system trade-offs are presented. Case histories of distributed systems are reviewed.

Credits: 3

On Occasion

CS 675 Parallel Programming

A study of parallel random access machine (PRAM) model, as well as processor organizations and parallel architectures. Design, analysis and implementation of parallel algorithms are studied. Case studies of parallel algorithms in various problem domains are examined. An introduction is made to fault tolerant computing. Students are required to do assignments using a parallel extension of the C language such as C*, nCUBE C or C-LINDA.

The pre-requisites of CS 631 and CS 641 are required.

Credits: 3

On Occasion

CS 676 UNIX Programming

An in-depth study of the UNIX system called interface which allows programmers to write applications that take advantage of the services provided by the UNIX kernel. Topics include file system, processes and threads, and signals. Interprocess communication: pipes, message queues, shared memory, semaphores are studied. An introduction is made to network programming using the socket interface and RPC.

Pre-requisite of CS 601 or knowledge of the C language is required.

Credits: 3

On Occasion

CS 678 Data Security

A consideration of security problems in computing, with emphasis on legal issues. Topics include cryptography fundamentals and data security; NP-completeness and security of cryptosystems; DES; IDEA; hashes and message digests; RSA; authentication of people and systems; signature schemes; access controls, information flow controls, and inference controls; and e-mail security.

Pre-requisite of CS 631 is required.

Credits: 3

On Occasion

CS 679 Local Area Networks

A study of local area network (LAN) technology, including topologies, communications media, communication protocol, interfacing equipment, and hardware and software. Students work on problems of planning, designing, installing and maintaining a LAN.

Credits: 3

On Occasion

CS 690 Software Development Project

The development of a large software systems project based on a current analysis and design paradigm

resulting in a valid and verified software system.

The application domain and the course syllabus are made available in the preceding semester. The completion of the degree core requirements is required.

Pre-requisites of CS 631, CS 633, CS 643, CS 645, CS649 and CS 666 are required.

Credits: 3

Every Fall

CS 691 Software Development Project

The development of a large software systems project based on a current analysis and design paradigm resulting in a valid and verified software system.

The application domain and the course syllabus are made available in the preceding semester. The completion of the degree core requirements is required.

Pre-requisites of CS 631, CS 633, CS 643, CS 645, CS649 and CS 666 are required.

Credits: 3

Every Spring

CS 695 Special Topics in Computer Science

A consideration of a current topic in computer science not offered in any other course.

Credits: 3

On Occasion

CS 696 Special Topics in Computer Science

A consideration of a current topic in computer science not offered in any other course.

Credits: 3

On Occasion

CS 697 Special Topics in Computer Science

A consideration of a current topic in computer science not offered in any other course.

Credits: 3

On Occasion

CS 698 Computer Science Thesis

Preparation of a thesis under the supervision of a faculty adviser. The completed thesis is evaluated by the Department's graduate Curriculum Committee.

Credits: 3

Every Fall and Spring

CS 699 Computer Science Thesis

Preparation of a thesis under the supervision of a faculty adviser. The completed thesis is evaluated by the Department's graduate Curriculum Committee.

Credits: 3

Every Fall and Spring

MBA 625 Management of Innovation and Technology

This course draws upon the economics of technical change - for high technology businesses. The emphasis is on the development and application of conceptual models clarifying the interactions between competition, patterns of technological and market change, and the structure and development of internal firm capabilities. The aim of this course is to provide a solid foundation for managing

innovation in high-technology industries.

Throughout, key conceptual frameworks are linked to applications in a variety of industry and case settings.

The pre-requisites of GBA 510, 511, 512, 513, 514, 515, 516, 517 and MBA 621 are required.

Credits: 3

Every Fall and Spring

MBA 655 Management of Innovation

The ability to increase business value through technological innovation is a critical success factor in many industries. The aim of this course is to provide a solid foundation for managing innovation in high-technology industries. Emphasis is placed on the foundations of the dynamics of innovation, strategy formulation, and strategy implementation. Throughout, the main topics of the course are linked to applications in a variety of industry and case settings.

Pre-requisite of GBA 512 is required.

Credits: 1.50

Every Fall and Spring

MBA 656 Information Systems Development and Management

Information systems innovation comprises the development and management of both new technology components and new organizational arrangements. In other words, IS innovation is broader than the development of technology-based information handling systems. In our study the development, deployment and use of technologies and organizational change are the two inseparable aspects of an IS innovation process. Organizational change includes changing the way an organization is structured, its work processes, its products and services as well as its relationships with other organizations, partners, suppliers, customers, and overall stakeholders.

Pre-requisite of GBA 512 is required.

Credits: 1.50

Every Fall and Spring

DEPARTMENT OF PUBLIC ADMINISTRATION

Professor Lyons

Associate Professor Levine (Director)

Assistant Professors Bennett, Elmedni, Moreno-Saldivar

Adjunct Faculty: 7

The public administration program prepares public service professionals for managerial positions in government, health and nonprofit sectors. It is open to students from all undergraduate fields and provides the foundations and advanced applications expected in a graduate program.

The program focuses on competencies that employers want – leadership, ethical decision-making, analytical and budgeting expertise, written communication and oral presentation skills. Specialization courses in government, health and nonprofit fields with a variety of sub-topics provide depth in the student's area of interest. Focused capstone courses allow students to apply their new competencies in meaningful public service projects.

The M.P.A. program offers the Master of Public Administration with tracks in Public Administration and Health Administration, the Advanced Certificate in Gerontology Administration and the Advanced Certificate in Not-For-Profit Management.

Admission Requirements:

The standards for admission to the program and the advanced certificates are as follows:

- Official transcripts as proof of a baccalaureate degree from an accredited institution of higher education
- Two letters of recommendation
- A current résumé
- A two-to-three-page typewritten statement of purpose
- Standardized test scores (optional)
- A completed application submitted to the Office of Admissions

Note: Full matriculation admission requires an official transcript showing an undergraduate grade point average of at least 3.0 on a scale of 4.0. Limited matriculation may be available to applicants who do not meet full matriculation requirements. Candidates with grade point averages of 2.5 or less must contact the M.P.A. program director before submitting an application.

Such limited matriculation may require additional evidence of competence. Limited matriculation students may register for a maximum of six credits per semester for the first 12 credits. Limited matriculation becomes full matriculation upon completion of 12 graduate credits with a 3.0 average or better. Transfer students are welcome; transfer credits will be evaluated by the program director.

Master of Public Administration (M.P.A.)

The 48-credit, N.A.S.P.A.A.-accredited Master of Public Administration prepares students for public service responsibilities, blending management theory with practical applications in government, health and nonprofit organizations. Students from diverse backgrounds with varying levels of professional expertise are taught by faculty members who are current in all aspects of this continuously evolving and growing field.

The program of study is flexible and can be tailored to accommodate the professional requirements of the student by offering specialization courses that provide them with the opportunity to examine a specific management function or an area of application in greater depth.

Areas of specialization include public administration, nonprofit management, urban government management, human resources management, law and management, international public management and social policy management. Other specializations can be developed in consultation with a faculty adviser from the broad spectrum of courses available through the program and the school, as well as through courses available across the campus.

The program is divided into four parts: an introductory sequence that provides 18 credits of public service sector foundations and skills, followed by 12 credits of focused management topics including human resources, budgeting and financial management, law and accountability. Students then take 12 credits in an area of specialization and a required six-credit integrative capstone experience, which culminates in a project and a formal presentation. Capstone courses can only be taken after all course work is completed.

M.P.A., Public Administration

[Program Code: 81214]

M.P.A. (PAD) Foundation: 18 Credits

MPA	501	Principles of Administration	3.00
MPA	502	Organizational Theory and Behavior	3.00
MPA	503	Government and the Economy	3.00
MPA	504	Computer Applications	3.00
MPA	505	Analytic Methods	3.00
MPA	507	Public Policy Processes	3.00

M.P.A. (PAD) Advanced Core: 12 Credits

MPA	602	Human Resources Management	3.00
MPA	603	Fundamentals of Public Budgeting and Financial Management	3.00

MPA	604	Administrative Responsibility and Accountability	3.00
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MPA	606	Law for Managers	3.00
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M.P.A. (PAD) Specialization: 12 Credits

The following course is required:

PM	728	Managing Human Behavior in Public Organizations	3.00
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and

Three (3) advanced (700 level) elective courses

M.P.A. Capstone: 6 Credits

MPA	798	Capstone Seminar	3.00
MPA	799	Capstone Project	3.00

Credit and GPA Requirements

Minimum Credits: 48

Minimum Major GPA: 3.00

Master of Public Administration in Health Administration

The U.S. Department of Labor's Bureau of Labor Statistics predicts above-average employment growth for healthcare administrator positions through 2018. "Those with the highest education, strongest business skills and health care work experience will be well positioned to take advantage of the most coveted jobs."

The 48-credit, N.A.S.P.A.A.-accredited Master of Public Administration in Health Administration prepares students for careers in fields that offer numerous professional paths. Students from diverse backgrounds with varying levels are taught by faculty members who are current in all of the latest trends and issues in health care administration.

The program of study is flexible and can be tailored to accommodate the professional requirements of the student by offering specialization courses that provide them with the opportunity to examine a specific management function or an area of application in greater depth. Areas of specialization include health care administration, health care management, health care policy and aging/long-term care. Other specializations can be developed in consultation with a faculty advisor from the broad spectrum of courses available through the program and the school, as well as through courses available across the campus.

The program is divided into four parts: an introductory sequence that provides 18 credits of **public service sector foundations and skills**, followed by 12 credits of focused management topics including **human resources, budgeting and financial management, law and accountability**. Students then take 12 credits in an area of specialization and a required six-credit integrative capstone experience, which culminates in a project and a formal presentation.

M.P.A.. Health Administration

[Program Code: 86461]

M.P.A. (HAD) Foundation: 18 Credits

MPA	501	Principles of Administration	3.00
MPA	502	Organizational Theory and Behavior	3.00
MPA	503	Government and the Economy	3.00
MPA	504	Computer Applications	3.00
MPA	505	Analytic Methods	3.00
MPA	507	Public Policy Processes	3.00

M.P.A. (HAD) Advanced Core: 12 Credits

MPA	602	Human Resources Management	3.00
MPA	613	Health Systems Finance	3.00
MPA	614	Healthcare Responsibility and Accountability for Administrators	3.00
MPA	616	Legal Aspects of Health	3.00

M.P.A. (HAD) Specialization: 12 Credits

PM	730	Health, Disease and Medical Care	3.00
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and

Three (3) advanced (700 level) elective courses

M.P.A. Capstone: 6 Credits

MPA	798	Capstone Seminar	3.00
MPA	799	Capstone Project	3.00

Credit and GPA Requirements

Minimum Credits: 48

Minimum Major GPA: 3.00

Advanced Certificate in Gerontology

Social services for older adults will play an increasingly important role in the health care community as the baby boomer generation ages. Nursing homes, hospitals, senior centers and public health agencies, as well as other facilities and organizations that care for older adults, will require many more employees who specialize in dealing with the needs and the issues of the aging population.

The 15-credit Advanced Certificate in Gerontology is designed to provide working professionals in agencies and in organizations serving aging populations with the knowledge and the skills needed to ensure effective service delivery to these groups. The certificate can be earned through two different stand-alone tracks:

- Track 1 – Long-Term Care Administration, which is approved by the New York State Department of Health (NYSDOH) for the NYS Nursing Home Administrators Licensing Examination; and
- Track 2 – Community Aging Services and

Administration. The field of community aging services is expanding since there is a greater emphasis on helping people remain independent and in their homes.

Students in the M.P.A. Program who are taking the advanced certificate courses as their specialization may graduate with both the M.P.A. degree and the advanced certificate.

Advanced Certificate, Gerontology

[Program Code: 30250]

(Select Track I or Track II)

Track I: Long-Term Care Administration

Required Course: 3 Credits

PM	738	Gerontology, The Process of Aging*	3.00
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Of the following, four (4) courses are required: 12 Credits

MPA	602	Human Resources Management*	3.00
MPA	613	Health Systems Finance*	3.00
MPA	616	Legal Aspects of Health*	3.00
PM	739	Long Term Care Administration*	3.00
PM	743	Aging Policy in the Community	3.00

Note: Courses marked with * are required to sit for the New York State Nursing Home Administrator's Licensing Examination.

Track II: Community Aging Services and Administration

Required Course: 6 Credits

PM	738	Gerontology, The Process of Aging	3.00
PM	743	Aging Policy in the Community	3.00

Of the following, three (3) courses are required: 9 Credits

PM	714	Policy Analysis and Program Evaluation	3.00
PM	744	Bereavement: Psychological, Cultural and Institutional Perspectives	3.00
PM	745	Health and Retirement Planning in Elder Care	3.00
PM	747	Nutrition Policy Across the Lifecycle	3.00

Credit and GPA Requirements

Minimum Credits: 15

Minimum Major GPA: 3.00

Advanced Certificate in Not-for-Profit Management (NPM)

The 15-credit Advanced Certificate in Not-for-Profit Management is designed to provide professionals with varying backgrounds who are managers in nonprofit organizations with the essential elements of nonprofit organization theory and management. The certificate consists of an overview of the nonprofit sector, the organizations that carry out these important missions and the management challenges they face. Courses within the certificate also address key management functions of human resources, finance and decision-making.

Students may apply certificate courses to the M.P.A. degree by taking courses for graduate credit.

Advanced Certificate, Not-for-Profit Management

[Program Code: 30249]

The following courses are required: 12 Credits

MPA	602	Human Resources Management	3.00
MPA	603	Fundamentals of Public Budgeting and Financial Management	3.00
MPA	624	Nonprofit Management	3.00
MPA	626	Legal, Ethical and Governance Issues in Nonprofit Organizations	3.00

Of the following, one course is required: 3 Credits

PM	741	Fund Raising	3.00
PM	742	Grant/Proposal Preparation	3.00

Credit and GPA Requirements

Minimum Credits: 15

Minimum Major GPA: 3.00

United Nations Certificate/M.P.A. Degree

As the world becomes more globalized and interconnected, the need for public administration professionals who are grounded in international affairs will increase. LIU Brooklyn offers a collaborative program, which makes it possible for students to complete both a United Nations Advanced Certificate and an M.P.A. This unique combination of programs provides a comprehensive background in public administration with an in-depth overview of the United Nations system and its specialized agencies. Students begin this fascinating educational journey by earning the United Nations Advanced Certificate and subsequently transfer

into the M.P.A. Program when the certificate is completed or near completion.

The United Nations Advanced Certificate consists of 24 credits of graduate-level courses that cover a broad range of topics including “Population Displacement and Migration,” “International Human Rights,” “Modern Diplomacy” and “World Social Development.”

The M.P.A. Program consists of 48 credits, of required (36 credits) and specialization (12 credits) courses. A designated list of course matches or equivalencies is located in the course of study area and is approved by LIU and by the New York State Department of Education. For more information on the United Nations Advanced Certificate, please consult the degree offerings of Richard L. Conolly College.

Public Administration Courses

MPA 501 Principles of Administration

An introduction to public and not-for-profit sector administration, including organization and management administration concepts and political processes in the context of public policy, intergovernmental relations, and policy impacts on public and not-for-profit agencies.

Credits: 3

Every Fall and Spring

MPA 502 Organizational Theory and Behavior

An examination of theories of organization, administrative processes, and formal and informal relationships in organizations. Includes the environment, leadership, structure, networks, outputs and outcomes of organized action.

Credits: 3

Every Fall and Spring

MPA 503 Government and the Economy

An examination of the role of the public sector in economic decision making. The nature of public goods as they relate to allocation, stabilization, and distribution functions of economic systems is studied, as are the role of private investment, relations between government and private sectors, privatization of public services, and the use of national income accounts. An analysis of fiscal federalism, and the fiscal crises of the state are included. Three credits. Offered every Spring and alternate summers

Credits: 3

Every Fall and Spring

MPA 504 Technology and Society

Critically examines the impacts of technological advances on society and organizations through systematic analysis of how technology not only influences administrative practices, but also changes our conceptual approach to management. Students are exposed to topics ranging from the debate on privacy and security to information security, e-government, social media and cyber-bullying, and the ethics of online personas.

Credits: 3

Every Fall, Spring and Summer

MPA 505 Analytic Methods

An introduction to the methods, tools and uses of research as it applies to policy and administrative problems. Includes a review and application of research design, data gathering and analytical concepts and techniques.

Credits: 3

Every Fall and Spring

MPA 507 Public Policy Processes

An examination of the political system and the political, administrative and delivery processes that yield public services. Includes agenda development, the role of special interests, policy formation, analysis, implementation and evaluation.

Credits: 3

Every Fall and Spring

MPA 602 Human Resources Management

An exploration of theories and practices of human resources management as they apply to the public and not-for-profit sectors. Includes a review of recruitment, civil service, training, performance evaluation, job development, compensation systems, teamwork, empowerment, unionism, equal employment opportunity, employee rights, privacy and occupational health and safety.

Credits: 3

Every Fall and Spring

MPA 603 Fundamentals of Public Budgeting and Financial Management

An examination of public sector revenue generation, budgeting, accounting and auditing and their effects on managerial decisions. Includes a review of budget systems, processes and politics, and the preparation and justification of financial information and reports.

Credits: 3

Every Fall

MPA 604 Administrative Responsibility and Accountability

A review of legal and ethical issues facing administrators as they seek to balance professionalism and responsiveness with the competing demands of diverse constituencies and the realities of their task environments.

Credits: 3

Every Fall

MPA 606 Law for Managers

An introduction to the basic skills and perspectives of the legal environments of the public, private not-for-profit, and quasi-public sectors. The objective of the course is student understanding of the legal obligations, responsibilities and liabilities facing managers in the three sectors. Important topics include basic provisions of the United States Constitution, the exercise of delegation and discretionary authority rule-making and regulatory processes and their economic impacts), contract, tort, employment, duties and liabilities of managers and professionals in health-care organizations, environmental law and privacy.

Credits: 3

Every Spring

MPA 613 Foundations of Health Systems Finance

An examination of health-care finance topics, including government and private health insurance, reimbursement, fees, service contracts, rate-setting, DRGs, capitated payments, managed care and multiple entities. Includes a review of financial strategies and characteristics of various health organizations. Three credits.

Credits: 3

Every Spring

MPA 614 Healthcare Responsibilities and Accountability for Administrators

This course considers the ethical dilemmas that confront modern health service agencies and institutions in the exercise of administrative authority. Coursework includes analysis of the problems of accountability, rights, equity, ethics and the reconciliation of administrative processes with medial, constitutional, regulatory and social mandates encountered and utilized by government organization in the administration of health systems and public affairs.

Credits: 3

Every Spring

MPA 616 Legal Aspects of Health

An examination of legal issues in health-care services, including governance; consents and patient rights; admission and discharge; malpractice and liability of hospitals, physicians, nurses, emergency crews; management duties and liabilities; medical records; immunity; medical staff rights and privileges; end of life decisions; moral and ethical dilemmas.

Credits: 3

Every Fall

MPA 624 Nonprofit Management

This course focuses on the formation, financing and management of nonprofit organizations, including: the board of directors, the workforce, marketing, financial management, fund raising, planning, leadership and the methods and strategies that have been used successfully to manage nonprofit organizations. The course also examines the role of nonprofits in the delivery of public services through fee for service, contracts and reimbursement arrangements.

Credits: 3

Every Fall

MPA 626 Legal, Ethical and Governance Issues in Nonprofit Organizations

This course examines the laws affecting the establishment and operation of nonprofit organization, including incorporation and tax exempt status, general liability, regulatory compliance/reporting and contracts. The courses explores the roles, responsibilities, liabilities and powers of directors, board members, trustees, officers and employees of nonprofit organizations. In addition to the legal aspects, the nonprofit agent's advocacy responsibilities and opportunities and ethical issues are examined and discussed in detail.

The pre-requisite of MPA 624 is required.

Credits: 3

Every Spring

MPA 787 Independent Study

Students taking independent study are expected to research an aspect or phase of a problem under the supervision of a faculty adviser. The product of study is an evaluative report containing a thorough

literature review and student assessment of the significance and impact of the substantive issue.

With permission of director and dean.

Credits: 3

On Occasion

MPA 788 Graduate Internship

An opportunity for supervised work in a public, health, or nonprofit agency based on a plan approved by the faculty advisor and host agency supervisor. The product is a substantial research paper or management analysis of the host agency and the student's performance in it. Recommended for students lacking substantive experience in relevant organizations.

Credits: 3

Every Fall

MPA 789 Graduate Internship

An opportunity for supervised work in a public, health, or nonprofit agency based on a plan approved by the faculty advisor and host agency supervisor. The product is a substantial research paper or management analysis of the host agency and the student's performance in it. Recommended for students lacking substantive experience in relevant organizations.

Credits: 3

On Occasion

MPA 790 Graduate Internship

An opportunity for supervised work in a public, health, or nonprofit agency based on a plan approved by the faculty advisor and host agency supervisor. The product is a substantial research paper or management analysis of the host agency and the student's performance in it. Recommended for students lacking substantive experience in relevant organizations.

Credits: 3

Every Summer

MPA 798 Capstone Seminar

An integrative seminar using a team approach. Students develop a framework and design for systematic analysis of a subject in their area of concentration. The framework includes problem background and environmental analysis, as well as an action plan for data collection and analysis.

The following pre-requisites are required for MPA 798-799:

MPA 501, 502, 503, 504, 505, 507

MPA 602

MPA 603 or 613

MPA 604 or 614 or 624

MPA 606 or 616 or 626

Four 700 level PM courses

Credits: 3

Every Fall and Spring

MPA 799 Capstone Project

Students carry out the plan proposed in MPA 798 using a combination of data collection methods and analytic techniques. Teams prepare and present a report of their analysis and results.

All course work must be completed before capstone.

The following pre-requisites are required for MPA 798-799:

MPA 501, 502, 503, 504, 505, 507

MPA 602

MPA 603 or 613

MPA 604 or 614 or 624

MPA 606 or 616 or 626

Four 700 level PM courses

Credits: 3

Every Fall and Spring

PM 700 Modern Management Issues

An examination of current management strategies in the context of their genesis, antecedents, strengths and weaknesses, methods of application in public, health and not-for-profit settings, and comparisons with other management strategies.

All course work must be completed before capstone.

Credits: 3

On Occasion

PM 702 Managerial Communication

This course examines how people communicate within public organizations. The course will cover the theory and application of organizational communication for the working public sector manager. Topics include personal and managerial communication styles, and how to use the media for effective communication. Specific types of communications include one on one and group communications, written and verbal managerial, and communications for conferences, business and advertising environments. This course will serve as an important tool for any aspiring or current public sector manager.

Credits: 3

Every Spring

PM 703 Fundamentals of Management Information Systems

A survey analysis of the role of information systems in business strategy. Information systems are shown to be facilitators of market penetration, competitive advantage and organizational change. The material is presented within an integrated framework, portraying information systems as being composed of organization, management and technology elements. Topics include: organizational and technical foundations of information systems; applications of information systems in all levels of decision making, including operational, tactical and strategic decision making; management of information as an organizational resource and various information architectures; emerging new information systems technologies; various approaches to building information systems; and issues related to management of information systems.

Credits: 3

Cross-Listings: GBA 517, PM 703

Every Fall and Spring

PM 705 U.S. Social Policy

An analysis of government health and welfare policies affecting an individual's income level and life opportunities, including an analysis of policy formation, implementation, and impact on social problems.

Credits: 3

Every Fall

PM 706 Comparative Administration

The class is designed to provide an introduction to the field of comparative public administration. The class will examine the varying approaches to bureaucracy, administrative structure, policy formulation and implementation in the light of variations in social, cultural, and political contexts. This will include an overview of basic theories of bureaucracy and how they function and theoretical approaches to comparative analyses of performance based on changing variables. The course will also touch upon understanding variations in efforts for administrative reform. The impact of government structure on diverse constituencies will be examined to better understand the effectiveness of varying approaches to public management and organizational development.

Credits: 3

Alternate Fall

PM 708 Labor Relations

A study of the interaction of the labor movement and management in the public and not-for-profit sectors. Collective bargaining impacts on policy and budget are examined. Strategies and public opinion are considered.

Credits: 3

Every Fall

PM 709 Administrative Law

A look at public law concepts that affect public and not-for-profit sector managers: legislative delegation of power, administrative investigation, rulemaking, the relationship between citizens and the states, adjudication, judicial review of administrative action.

Credits: 3

Every Fall

PM 710 Issues in Administration

An examination of selected themes, current developments and emerging issues in the study of administration. Topics vary.

Credits: 3

On Occasion

PM 711 Organizational Development

A survey of contemporary training and development problems, with emphasis on the relationship between development and the organization's personnel decisions. Techniques of personnel training are examined.

Pre-requisite of GBA 512 or MBA 613 are required.

Credits: 3

Cross-Listings: HRM 724, MAN 724, PM 711

Every Spring

PM 712 Work People and Productivity

An analysis of the problems of the occupational environment in small and large enterprises.

Emphasis is on the practical problem solving that is of immediate concern to the participants. Topics include: new approaches to motivation, attitudes, job satisfaction, job enrichment, monotony, fatigue, working conditions and conflict resolution, quality circles, and productivity.

Pre-requisite of GBA 512 or MBA 613 are required.

Credits: 3
Cross-Listings: HRM 725, MAN 725, PM 712
Every Spring

PM 714 Policy Analysis and Program Evaluation

Policy analysis and program evaluation are more steps in a process than separate endeavors. Policies are chosen on the basis of forecasts of needs and expected results, then selected policies are implemented. Implementation then is evaluated to determine actual effects, and these results are used to adjust policy goals and implementation (processes ranging from regulations to programs) to better achieve desired results and ensure accountability. Policy processes are iterative and interactive. This course provides students with basic understanding of needs assessment, policy analysis and program evaluation, as well as practice in applying tools used in each type of analysis, or applicable to all of them. Through use of text material, cases and both quantitative and qualitative assignments, students will hone their knowledge of policy processes and limitations, and develop assessment skills.

Credits: 3
Every Summer

PM 715 Privatization and the Contracting-Out of Public Services

Governments, through elected officials, make decisions concerning which services should be provided by the public and the private sectors. This course provides students with both the economic and social basis for making judgments about the potential effectiveness of privatizing services in different policy areas, such as education and health care. The course provides general guidelines as to the nature of the services that are most appropriately provided by the private sector. When the public sector is determined to be the appropriate provider of a service, then government must determine whether to provide these services itself or contract-out for the service. The course also examines the principles and practices in the government contracting-out process? the decision whether to contract-out a government service, the preparation of the Request For Proposals, the evaluation of the submitted proposals for the selection of the contractor, the preparation of the contract document and the monitoring of the selected contractors. Understanding the issues of privatization and the contracting-out of public services enables students to be more effective

managers and responsive to citizens.

Credits: 3
Alternate Fall

PM 716 Public Administration and Citizen Participation

This course will explore public participation in association with public administration processes in a time of concurrent criticism, pressure, and apathy directed towards existing institutions. The engagement of citizens in public administration will be examined as a potential challenge and as a potential support for public management. Different forms and degrees of participation will be looked at in case studies included in our texts. Students will be encouraged to relate course topics to everyday life and work experience.

Credits: 3
Alternate Fall

PM 720 Public Finance and Fiscal Policy

This course applies basic microeconomics to study the theory and practice of governmental taxation, expenditure and debt within the framework of a modern market economy.

Credits: 3
Cross-Listings: ECO 636, PM 720
On Occasion

PM 722 Advanced Cost/Managerial Accounting

Selected cases and problems provide the forum for the discussion of current cost concepts and their applications and limitations. The aim is to develop students' ability to analyze business problems and to make decisions concerning the appropriateness of cost-accounting methods in specific situations. (45 CPE credits)

The pre-requisite of ACC 501 or equivalent is required.
Credits: 3
Cross-Listings: ACC 737, PM 722
On Occasion

PM 723 Not-for-Profit/Governmental Accounting

A study of budgetary and fund accounting systems; preparation of significant reports for nonprofit organizations; and case studies and problem materials to use in governmental entities such as municipalities or school districts. (45 CPE credits)

The pre-requisite of ACC 501 or equivalent is required.
Credits: 3
Cross-Listings: ACC 720, PM 723
Every Spring

PM 724 Budgeting and Controllorship

An examination of the practice of controllorship in general and of dealing with budgets and business costs in particular. The installation and operation of budget systems for managerial control is considered as is the advance planning of operating goals with subsequent study of actual results. (45 CPE credits)

The pre-requisite of ACC 501 or equivalent is required.

Credits: 3

Cross-Listings: ACC 741, PM 724
Every Spring

PM 726 Internal Auditing

An examination of the principles of internal auditing as they apply to large corporate enterprise. (45 CPE credits)

The pre-requisite of ACC 501 or equivalent is required.
Credits: 3
Cross-Listings: ACC 735, PM 726
On Occasion

PM 727 Financial Statement Analysis

An analysis of financial trends and corporate reports for solvency, quality of earnings and forecasting implications. Analytical techniques for financial analysis and their use in development of capital markets and instruments are reviewed and discussed, as are the principles and practices of the Securities and Exchange Commission. (45 CPE credits)

The pre-requisite of ACC 501 or GBA 510 or equivalent is required.
Credits: 3
Cross-Listings: ACC 742, FIN 742, PM 727
Every Spring

PM 728 Managing Human Behavior in Public Organizations

The course examines the range of issues concerning managing people in the workplace. It reviews current theories and the latest research concerning human relations in organizations. Students gain an understanding of the "people skills" necessary to be successful in the world of work. The course explains the major theories of workplace human relations and behavior and the application of psychology to management in the public sector. The permanent focus is on understanding the self and others; role of perception and personality; leadership versus management; effective group/team collaborations; the need for flexibility and adaptation to change. Additionally, the courses will highlight interviewing strategies, self-marketing, oral presentations, and finding ways to enhance personal strengths and minimize weaknesses.

Credits: 3
Every Fall and Spring

PM 730 Health Disease and Medical Care

An overview of the political, economic, social and epidemiological characteristics of health and medical care. The forms of health services financing, organization and delivery systems in the United States and other industrialized nations, processes of health and disease in individuals and societies, and the moral and ethical issues facing health-care decision makers are examined.

Credits: 3
Every Fall and Spring

PM 731 Managed Health-Care Systems

An examination of the various forms of managed health-care plans and organizations that addresses the financing, organization and delivery aspects of each form from a management perspective. The purpose is to provide students with a knowledge base from which to develop and implement effective management processes for managed care services. Among the topics covered are the legal and regulatory environment, public opinion, product development and marketing, pricing and delivery strategies, reimbursement methods, utilization review, quality assurance and control, management information systems, Medicare and Medicaid, and trends.

Credits: 3

Alternate Fall

PM 732 Public Health and Regulation

An analysis of the role of government in the health field, including concepts and practices in health policy and regulation, especially the implementation of regulatory policy as it affects health providers.

Credits: 3

Alternate Spring

PM 733 Economics of Health

An examination of health-care delivery as an economic activity. Focus is on determination of demand for health care and supply of services available. Consideration of various methods for achieving equilibrium in health care and government's role via licensure, regulation, financing, and planning.

Credits: 3

Alternate Spring

PM 736 Quality Performance Management

The course includes a study of external methods of quality review, internal methods of assessing quality (process and outcomes measurement and monitoring criteria), strategies for developing the quality infrastructure and integrating it into a quality management program, the use of management information systems in quality, and the balancing of quality and costs.

Credits: 3

On Occasion

PM 737 Mission-Based Marketing

An examination of planning and marketing in health-care, human service and non-profit organizations, including market research and forecasting, application of research information and planning principles, translation of goals into action priorities, development of action plans, and evaluation of results.

Credits: 3

On Occasion

PM 738 Gerontology: The Process of Aging

The course examines the multidisciplinary field of gerontology and provides students with an overview

of the current "state-of-the-art" and the critical issues and controversies that confront individuals as they grow older. The course examines the theories, processes and consequences of aging from both the individual and societal perspectives. A range of issues are presented, including: physical, social, psychological, health, family, race, ethnicity, gender, sexuality, retirement, economics, social work and social policy. Comparisons among African American, White, Hispanic, Asian, and Native American are offered especially in view of unequal treatment and multiple disparities among minorities.

Credits: 3

Every Fall

PM 739 Long-Term Care Administration

This course examines the special administrative and organizational methods, social systems and population that are attributable to all kinds of residential and long term care facilities, as separate entities from acute care hospitals. It includes an overview of the long term care continuum, including community care, management issues, Medicare and Medicaid, finance, pertinent laws and regulations, and patient/resident requirements and needs. Care and treatment standards will be reviewed and discussed, as well as policy changes and government trends associated with the new paradigm of aging in the 21st Century.

The pre-requisite of PM 738 is required.

Credits: 3

Every Spring

PM 741 Fund Raising

An examination of revenue strategies for non-profit organization fund-raising, including membership, donations, programs, foundations and government agencies. The focus is on which strategies work for what organizations, how to identify organizational needs and appropriate funding sources, and how to successfully petition funding support.

Credits: 3

Every Fall

PM 742 Grant/Proposal Preparation

An introduction to the process of developing and writing a proposal for project funding and an examination of key management techniques and decision tools needed to coordinate successfully the process of proposal development and implementation within an organization.

Credits: 3

Every Spring

PM 743 Aging Policy in the Community

This course examines the options including social supports, health care, housing and recreation that older community dwelling residents have. Psychology, personality, gender, personal history, gentrification, residential segregation and policy issues including economics are presented. Additionally, data pertaining to the aforementioned items are examined.

The pre-requisite of PM 738 is required.

Credits: 3

Every Spring

PM 744 Bereavement: Psychological, Cultural and Institutional Perspectives

This course is designed to explore the stages and issues related to dying and grieving. Cultural diversities in the grieving process will be identified. Myths and ideas that inhibit, isolate and interfere with the bereavement experience will be examined. Political, medical, legal and ethical issues will be analyzed. Students' values, attitudes and fears will be explored in order to inform their interventions. Social, cultural and personal issues that govern a person's reaction to death and dying will be highlighted. In addition, students will learn to design organizational structures for interdisciplinary assessments and service delivery in settings serving the dying and bereaved.

Credits: 3

Every Summer

PM 745 Health and Retirement Planning in Elder Care

The course addresses critical issues affecting health and retirement among older adults, and the relationship between gerontology and legal estate planning issues at the core of our discussions. This course examines estate, disability and retirement planning tools used by elder law attorneys with analyses of laws, regulations and programs upon which planning is based. Topics include advanced directive, power of attorney, long-term care and Medicaid, long term care insurance, and planning for asset distribution on death.

Credits: 3

Every Spring

PM 747 Nutrition Policy Across the Lifecycle

The purpose of this course is to examine the relationships among food, nutrition and health for adults in the context of public policy formation and implementation at federal, state and local government levels. Of particular interest in this examination are intended and unintended consequences for individuals of public policies on food availability, prices, consumption and health. The course reviews major areas of food and nutrition policy at various levels of government as well as social and political forces that result in particular policies and in major changes in policy, for example recent revisions in the food pyramid.

Credits: 3

Every Summer

PM 750 Housing Policies, Minorities and Social Equity

Critically examines the effects of national housing policies on minorities from a historical perspective, explaining the existing housing conditions facing minorities across the nation.

Credits: 3

On Occasion

PM 751 Diversity and Cultural Competence in the Workplace

An examination of managing cultural competence and the impact of diversity, culture, and ethnic origin in public sector workplaces along several dimensions including race, ethnicity, gender, age, sexual preference, and physical ability.

Credits: 3

On Occasion

PM 755 U.S. Educational Policy and Reform

An exploration into the complex sociopolitical and socioeconomic webs surrounding educational policy in the U.S. This course will deeply examine multiple themes pertaining to educational policy and education reforms.

Credits: 3

On Occasion

PM 761 Management of International Organizations

A focus on structural and managerial issues within international organizations and an examination of the tools needed to function within such an environment.

Credits: 3

Cross-Listings: PM 761, UN 694

On Occasion

PM 767 International Organization, The United Nations and its Affiliated Agencies

A study of the theories, origins, functions and operations of international organizations. The principal organs of the United Nations, with emphasis on the General Assembly and the Security Council, are examined. (Same as PM 767.)

Credits: 3

Cross-Listings: PM 767, POL 642

On Occasion

PM 768 Contemporary Nationalism

An analysis of the phenomenon of nationalism: its historical roots in Europe; the emergence of new states in the Third World and the post-Cold War period; and the struggle of states to achieve national identities and cultural, economic and political independence. Nonviolent as well as revolutionary-nationalist patterns are discussed as are the difficulties of achieving viable state-directed national societies in the global order.

Credits: 3

Cross-Listings: PM 768, POL 668

On Occasion

PM 769 World Social Development

A consideration of the world social situation, including such subjects as health, food and nutrition, housing and urban planning, education, employment, and social development in developing areas.

Credits: 3

Cross-Listings: PM 769, SOC 553, SSC 553

Every Spring

PM 770 International Economics

This course provides a unified introduction to international trade and finance. It first focuses on the concept of comparative advantages to examines the causes and consequences of trade among nations, and then provides an introduction to open-economy macroeconomics, focusing on capital flows across international financial markets and the effects of exchange rate and monetary policy on those flows.

Credits: 3

Cross-Listings: ECO 624, PM 770

On Occasion

PM 773 Comparative Economic Systems

This course provides a comparative analysis of a variety of capitalist and non-capitalist systems, emphasizing the US economy and the mixed economies of Western Europe and Japan, the transition of former Communist countries of Eastern Europe to market economies, and the fast growing economy of Communist China. The comparison among economic systems relies on the observation that different ways of organizing economic activity amount to different information transmission protocols and incentives structures, which explains different economic performance.

Credits: 3

Cross-Listings: ECO 669, PM 773

On Occasion

PM 780 Computer Technology Application to Metropolitan Affairs

The use of computer technology in metropolitan matters. An overview of general applications with specific attention to geographic formation systems.

Credits: 3

Cross-Listings: PM 780, URB 605

On Occasion

PM 781 Urban Government and Politics

A study of the management and organization of American cities; politics and changing constituencies; and the impact on community participation, city management and mayoralty. (Same as Urban Studies 604 and Public Administration 781).

Credits: 3

Cross-Listings: PM 781, POL 604, URB 604

On Occasion

PM 787 The Role of Ethnicity in the Metropolis

A consideration of the roles played by some of New York City's ethnic, cultural and national groups in the development of urban neighborhoods.

Credits: 3

Cross-Listings: PM 787, URB 608

On Occasion

PM 788 Urban Economics

An analysis of economic problems arising in the modern urban areas of the United States. Discussion centers around the causes of such problems and possible alternative solutions. Relationships among city and state governments

and the federal government receive due consideration.

Credits: 3

Cross-Listings: ECO 651, PM 788, SOC 651, URB 651

On Occasion

PM 793 Criminology

A systematic analysis of crime in modern society, including discussion of the major types of crime, the theories that help explain such crimes, and the procedures for dealing with offenders.

Credits: 3

Cross-Listings: PM 793, SOC 600

On Occasion

SCHOOL OF EDUCATION

LIU Brooklyn's School of Education prepares teachers, counselors, administrators and school psychologists for the challenges and the rewards of working in urban settings. Through rigorous and stimulating programs of study, students have the opportunity to work in urban schools and in a broad range of educational and/or mental health settings to: develop an inquiry stance toward practice; integrate theory and practice; and achieve high standards of practice. Graduates of our programs acquire the experiential knowledge that is essential for interacting with and guiding children and families in urban communities. All specialties, undergraduate and graduate, within the Teacher Education Program are accredited by the Teacher Education Accreditation Council (TEAC).

Our programs are designed to ensure that our graduates keep pace with changes and innovations in their chosen fields. The School's **KEEPS Mission**, its urban location and its nationally recognized faculty, make it an exciting place to study!

Structures Within the School of Education

The School of Education comprises two departments: Teaching, Learning and Leadership (TLL) and Counseling and School Psychology (CSP) departments. These departments provide educational opportunities leading to rewarding careers serving urban youth and families. TLL offers undergraduate and graduate degree programs in multiple teacher certification areas and educational leadership. CSP offers graduate programs in school counseling, mental health counseling, marriage and family therapy, and school psychology, and applied behavior analysis. Our professors are experts in these fields, with a range of experience that enables them to bring best practices into the classroom. All programs incorporate fieldwork throughout the curriculum and draw upon long-term relationships with schools and organizations in New York City that offer placements that are well suited to students' needs and interests. Please consult the sections below describing in detail each department and its offerings.

For information, please contact the dean's office at 718-488-1055, fax 718-488-3472, or visit the website at www.liu.edu/brooklyn/soe.

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KEEPS: The School of Education's Mission Statement

The KEEPS mission statement of LIU Brooklyn's School of Education addresses one of the most important questions in urban education today: How can urban educators be expertly prepared to meet rising standards? One of the many strengths of the School of Education is that many of its future and practicing educators are themselves urban dwellers, immigrants, or members of ethno-linguistic and racial minorities. Thus, many of its educators bring to the classroom the experiential knowledge of urban and minority communities, essential to educating the children and families in those communities. The KEEPS mission is designed to help all urban educators meet rising academic standards, while also meeting performance standards that are based on the experiences and life of urban schools and their children.

KEEPS MISSION IN BRIEF

KEEPS: The desired qualities of LIU Brooklyn Educators.

To carry on the important mission of the LIU Brooklyn School of Education, we value:

KNOWLEDGE and intellectual inquisitiveness about children, schools and the world.

ENQUIRY, or the collective discipline of observation, reflection, and non-judgmental description of children and their school work, as well as descriptive inquiry of teaching and professional practice.

EMPATHY that rests on the human uniqueness and capacity to develop, as well as responsiveness to the needs and interests of urban learners and communities.

PLURALISM and attention to differences and to inclusion of all in the learning community of schools and the wider community.

SOCIAL COMMITMENT and the building of a just and democratic society.

KEEPS MISSION IN DEPTH

KNOWLEDGE and intellectual inquisitiveness about children, schools and the world.

LIU Brooklyn educators are intellectually rooted in the liberal arts, sciences, and pedagogy. We value knowing about the world, its people, languages and cultures, its natural and physical aspects, and its texts. We attach special importance to how to use that knowledge to teach others and work with urban children and adolescents in schools.

The curriculum of the School of Education advances this value by deepening the understanding acquired in liberal arts and sciences general education and major courses and contextualizing that knowledge through the world of schools and that of their clients -- children and adolescents, families, as well as teachers and other school professionals. Foundational courses are interdisciplinary, attempting to deepen the multifaceted knowledge needed in the acts of

teaching and learning, as well as spurring the dynamic and simultaneous use of interdisciplinary knowledge required in educating children.

LIU Brooklyn educators are interested in reading closely and writing carefully and extensively, and they understand that in doing so, they are constructing and developing their own knowledge about texts and the world, about the students with whom they work and the communities from which they come, and about schools and classrooms. Varied modes of writing and discussing are used throughout the curriculum to generate deep knowledge of academic texts, children and learners, teaching practice, and one another. Technology is used to increase connections and interrelatedness and thus support the construction of knowledge.

We value knowledge constructed over time and thus collect our work and that of the students with whom we work longitudinally. We actively use our collections of work to deepen reflection and generate knowledge. We're responsible thinkers, capable of reflecting on our own work, forming our own opinions, and using our knowledge to act independently in socially responsible ways.

ENQUIRY or the collective discipline of observation, reflection, and non-judgmental description of children and their school work, as well as descriptive inquiry of teaching and professional practice.

LIU Brooklyn educators value being active inquirers, curious about social and natural phenomena, able to imagine, and to invent. We're seriously reflective, and take time to study, reflect on words and texts, observe, research, collect work. We observe learners and their work closely and are able to describe them accurately while withholding judgment. We also value description and reflective review of our own teaching practice. We attach great importance to our ability as a group to inquire collectively into these matters and to include the voices of all members of the learning community, regardless of rank or function. We value acknowledging the range of attitudes, beliefs, experiences, knowledge and lenses of the group involved in the collective inquiry, and we look for the common threads as community is shaped. We use our collective inquiry to shape community and to create knowledge as a base for action, review, and constant regeneration and transformation.

The School of Education's curriculum includes specific courses that develop the foundational discipline of collective descriptive inquiry as it applies to children, classrooms, and schools, and it provides ample opportunity to practice descriptive inquiry both in college classrooms and in schools. We read the best literature available, supporting the development of educators' habits of being active inquirers, remaining "wide awake" in the words of Maxine Greene, being attentive to differences, and being able to withhold judgment. This creates an inclusive space with an expanded range of possibilities, enabling our capacity both to

act and to transform.

LIU Brooklyn educators are comfortable with inquiry and persevere with questions. We extend what learners bring by asking questions that widen their horizons of knowledge and experiences. We set up and construct learning contexts that stimulate active learning and the learner's curiosity, inquisitiveness and imagination. The Learning Center for Educators and Families (LCEF) provides experiences working with children and teachers in curriculum-related tasks, imagining, inventing, and investigating. LCEF also provides opportunities to conduct observations of student practice and to carry out research on the learning and development of children, adolescents and adults.

EMPATHY that rests on the human uniqueness and capacity to develop, as well as responsiveness to the needs and interests of urban learners and communities. LIU Brooklyn educators know that no two students are identical, as each person comes with his or her own world of experiences and beliefs, innate talents and learned skills. We believe in the potential of all students and seek to help students build on their strengths and abilities. We are deeply committed to the idea that all learners are capable of reaching their own unique potential. As empathic and caring educators, we are interested in attending to each individual student. To accomplish the goal of helping individual students grow, we seek to understand the unique perspectives and backgrounds of our students and their social context, and work within their frames of reference to help them accomplish what they seek. The curriculum of the School of Education uses collective inquiry, collaborative group work, and interactive dialogue journals to create a caring community of learners. From the very beginning, the curriculum includes field-based practices with individual children and families, building up the close familiarity that is required for empathy.

The curriculum also develops students' ethnographic skills to study communities and to build transcultural understanding and empathy.

PLURALISM and attention to differences and to inclusion of all in the learning community of schools and in the wider community.

LIU Brooklyn educators value the sociocultural and sociolinguistic pluralism of a global world, and especially of New York City's children and communities. We strive to acquire the different experiential knowledge bases that diverse communities have, to find commonalities in the human experience, and to shape a transcultural learning context, a third space, that is inclusive of differences. We attach importance to understanding the sociohistorical and sociocultural contexts of diverse groups, most especially of African-American, Caribbean-American, Latino and recent immigrant communities that are prominent in Brooklyn schools, and we use this knowledge in teaching. We also value ethnographic processes of observation and

participation that enable us to gain understanding of the complex and dynamic pluralism of communities.

The curriculum of the School of Education advances this value by recognizing ethnic, racial, gender, language, and ability differences, and by framing issues of child development, language and literacies, and teaching and learning within sociocultural and sociohistorical contexts. All courses in the School of Education's curriculum pay particular attention to the education of learners with disabilities and those who are bilingual, bidialectal, or learning English. While developing knowledge of specific skills and approaches needed to educate different groups of learners, for different purposes, and in different contexts, we also develop strategies for inclusion of all learners.

SOCIAL COMMITMENT and the building of a just and democratic society.

LIU Brooklyn educators are committed to making sure that all students, regardless of race, class, gender, language, sexual orientation or abilities, receive equitable educational services. We value the importance of inclusion in education and the merits of children from diverse educational and ethnic backgrounds learning together. We understand the relationship between our educational and social roles, as we advocate for children and learners and the transformation of classrooms and schools, toward the building of a better and more just world. In addition, we require that students demonstrate academic integrity, professional responsibility and ethical behavior in their scholarship and practice.

The School of Education's curriculum has strong field-based practices and develops democratic plural communities of learners and educators who are actively engaged in the transformation of urban schools and classrooms. The curriculum prepares educators for social action, empowering them to transform practices, curricula, and schools, so as to build a more just world.

School of Education Resources

Learning Center for Educators & Families (LCEF)

The Learning Center for Educators & Families (LCEF), located at 9 Hanover Place on the 3rd floor, is an extension of LIU Brooklyn's School of Education, which is on the 4th floor. LCEF provides a supportive environment for prospective and practicing teachers, which allows them to hone their skills. In service of these aims, LCEF provides meeting space for the School of Education faculty and for groups of teachers from the NYC schools to collaborate and work on various projects together. For further information, contact Charlotte Marchant, Director, LCEF, at charlott.marchant@liu.edu, 718-246-6496.

The classrooms at LCEF are used exclusively by education faculty members, so they can create positive learning environments, which can be

replicated in the classrooms of the teachers and the future classrooms of the pre-service teachers. The faculty work to make it a place where theory and what it means to become a teacher converge with practice in a supportive risk-free environment. The students engage in inquiry-based study in the reading, science, math and social studies methods classes that meet at LCEF.

LCEF has a state of the art computer lab as well as Smart Boards thus enabling faculty and students to use technology in meaningful ways in their own studies as well as developing relevant curriculum for their own classrooms.

The Family University (FUN) After School Program for the children of LIU Brooklyn students is housed at LCEF and provides a setting for teacher education students to see creative arts and community-building activities in action. It is used as a fieldwork site for students in education, social work, music and art programs. The children's presence in the building alongside the teacher education students serves as a reminder that theory and practice can and must be integrated to maximize learning. For further information, contact Guinevere Ellsworth, Director, FUN After School Program, at guinevere.ellsworth@liu.edu, 718-246-6488.

Academic Support

The School of Education offers academic support to students through workshops to help students prepare for teacher certification exams and writing tutoring. For more information, contact Martha Rosas, Director, Academic Support Services, at martha.rosas@liu.edu, 718-488-3452.

Teacher Resource Center

The Teacher Resource Center (located at LCEF), part of LIU Brooklyn's School of Education. The Teacher Resource Center was created to provide the resources and workshops to help new teachers feel more successful in their classrooms. Materials are available to instructors as well.

The Center, open Monday through Thursday, from 3 p.m. to 7 p.m. (Fall/Spring/Summer semesters), welcomes students and instructors to come in and browse, get work done, use the computers, have a cup of tea or coffee, and meet with other teachers. For more information, contact Shoshana Wolfe, Director, Teacher Resource Center, at shoshana@wolfe@liu.edu, 718-780-8549.

Center for Urban Educators (CUE)

CUE's mission is the development of culturally relevant and effective practices for the work of teaching, learning, and mental health and well-being in schools and communities in the urban context. The vision of teaching and practice guiding the Center's work is one that supports teachers and mental health practitioners as socially responsible people who are intellectually engaged and act as advocates of children, families, and communities.

CUE's core values are beliefs in human capacity and worth in the importance of educating,

and practicing for health and democracy. The Center puts diverse perspectives alongside each other with the aim of getting beyond convention and creating new possibilities for teaching and serving children, families and communities. In order to create these opportunities, CUE supports the use of observation, description, and story as ways of generating understanding out of lived experiences. CUE incorporates descriptive inquiry to enact its values.

In its efforts to further its mission, CUE has developed a multi-faceted community of future teachers, university professors, and teachers and administrators in public schools. CUE works with New York City public schools, forms collaborations with educators both within and beyond LIU Brooklyn and supports publications and the annual CUE conference.

DEPARTMENT OF COUNSELING AND SCHOOL PSYCHOLOGY

Professor Nass

Associate Professors Ginsberg (Acting Dean),
Jacobs, Lieberman, Livanis, Short, Williams
(Chair)

Assistant Professors Arora, Mulligan
Field Coordinator Scheinberg

Adjunct: 15

The Department of Counseling and School Psychology strives to inspire graduates to become effective and compassionate professionals who bring positive change to the communities they serve. The Department is committed to affording access to professional graduate study to individuals of all backgrounds; to providing quality education and training that prepare students to work in a variety of settings, primarily in the urban community; and to tailoring instruction and providing individual assistance to help students meet high standards of knowledge, skills and dispositions. These three pillars — access, quality and tailored instruction — are the foundation upon which the Department rests.

The Department of Counseling and School Psychology offers the following programs:

- School Counseling (M.S.Ed., Advanced Certificate)
- Bilingual School Counseling (M.S.Ed., Advanced Certificate)
- Mental Health Counseling (M.S., Advanced Certificate)
- Marriage and Family Therapy (M.S., Advanced Certificate)
- School Psychology (M.S.Ed., optional specializations in early childhood and bilingual)
- Applied Behavior Analysis (Advanced Certificate)

COUNSELING PROGRAMS

ADMISSIONS REQUIREMENTS

Deadlines & Important Dates

Applications are considered through a modified rolling admissions process. To be considered for full matriculation in the fall semester, applications must be submitted by June 1st of the previous spring. To be considered for full matriculation in the spring semester, applications must be submitted by November 1st of the previous fall. These deadlines permit the review process to occur in its entirety, which includes both a thorough examination of the application materials and an applicant interview.

Applications that are received after these dates (i.e., June 1 for fall admission; Nov. 1 for spring admission) are considered for limited matriculation on a provisional basis. Late applicants with an undergraduate and/or previous graduate grade point average of 3.0 or above may

be accepted on a limited matriculation basis and permitted to take up to 12 credits (a full load of courses) during their first semester. During that semester, these students are interviewed and their applications more thoroughly assessed to determine if they will be accepted for full matriculation. Late applicants with an undergraduate or previous graduate grade point average below 3.0 will be eligible for limited matriculation and permission to register for up to 6 credits during their first semester. During that semester, these students are interviewed and their applications more thoroughly assessed to determine if they will be accepted into the program, either for limited or full matriculation. When a student's status is changed, the department notifies the Admissions office.

Application Materials

All candidates must submit the following:

- A completed LIU Brooklyn graduate admissions application, including a personal statement
- Official transcripts of all undergraduate and graduate study. To be considered for admission to an advanced certificate program, students must have a master's degree in counseling or a related field from a regionally accredited college or university.
- A current resume (curriculum vitae)
- Two letters of recommendation from persons familiar with the applicant's work or academic performance (i.e., employer, supervisor, former professor).

Application Review Criteria

GPA: A minimum grade point average of 3.0 from undergraduate or previous graduate study is required for full matriculation. Applicants with a 2.50 – 3.0 GPA are considered for limited matriculation. If admitted with limited matriculation status, students may take a maximum of 6 credits each semester for two semesters and must attain an overall grade point average of 3.0 to continue in the program and become fully matriculated. After 12 credits on limited matriculation status, students with under a 3.0 grade point average may not be permitted to continue in the program.

Writing: A personal statement of 500 words or less is analyzed in terms of both content and prose. The successful applicant demonstrates an understanding of what has led them to pursue graduate study in counseling. Educational and career goals are expected to be consistent with our program mission and curriculum. Organization, cogency, and grammar are taken into consideration, with a well organized, well-reasoned, grammatically accurate written presentation required for admission.

Resume/Vitae: Applicants' experiences (including volunteer work and training in addition to employment experience) should demonstrate in breadth and/or depth a developed commitment to serving others in a helping capacity.

Interview

After a thorough examination of application materials, program faculty interview selected applicants, often in small groups. Interviews take place throughout most months of the fall and spring semesters and in early summer. Morning, afternoon, evening and weekend interviews are arranged. Interviews are one hour in length.

Interviews typically consist of two parts, each approximately 30 minutes in length:

- Applicants respond to questions pertaining to their individual, relational, educational, and vocational experiences that have contributed to their desire to pursue graduate study in counseling and questions pertaining to their educational and career goals.
- Applicants are provided with clinical vignettes and asked questions pertaining to their thinking about them.

Time is also allotted for applicants to ask questions of the faculty about the program and the University.

Applicants are evaluated on verbal and non-verbal communication skills, interpersonal interaction, and appropriateness of responses.

The Review and Notification Process

Graduate applications are submitted to the LIU Brooklyn Admissions Office and forwarded to the department once they are complete. The application form, personal statement, all transcripts, letters of recommendation, and resume must be received by Admissions before the applicant review process begins.

On a monthly basis, the program faculty reviews completed applications that have been forwarded from admissions to the department. The department then contacts applicants whom they have selected to be interviewed and interviews are scheduled. The remaining applicants are notified that they are not accepted. Applicants who are not accepted may request recommendations for strengthening their application for future submission. Applicants who seek to be reconsidered for acceptance in a future semester may submit an updated application at that time, with indication in the personal statement of how the applicant responded to the direction provided by the faculty when not previously accepted to the program.

Within approximately one month after being interviewed, applicants are informed of their acceptance status.

Submitting an Application for Admission

All applicants must apply for admission to LIU Brooklyn. Please apply online at My LIU or use the Apply Now link in the top navigation bar of the campus' website. For more information on the admissions process, visit the Office of Admissions website or call 718-488-1011.

PROGRAM REQUIREMENTS

Continued enrollment in this program is contingent upon:

- Maintenance of a 3.0 Grade Point Average
- Prompt resolution of any INC or UW Grades

- Satisfactory student disposition in the areas of attendance, preparedness, attitude toward learning, response to feedback, reflectiveness, classroom engagement and participation, expressive coherence, and professionalism. Each of these requirements is addressed in greater depth in the Counseling Student Handbook provided to all students upon enrollment in the program. These requirements are also addressed in a student orientation that occurs at the start of each fall and spring semester.

SCHOOL COUNSELING AND BILINGUAL SCHOOL COUNSELING

JOB OPPORTUNITIES AND CAREER TRENDS

State-certified school counselors and bilingual school counselors are uniquely qualified to address students' academic, personal/social and career development needs by designing, implementing, evaluating and enhancing a comprehensive school counseling program that promotes and enhances student success. School counselors are essential members of the education community. School counselors help students achieve academically, develop both personally and socially, and consider future educational and career avenues. If you are interested in a challenging career within the educational system outside of the classroom, and you want to make a real difference in the lives of young people, you will find a career in school counseling to be enjoyable and gratifying.

Professional school counselors are employed in all levels of K-12 school systems. According to the Occupational Outlook Handbook, 2014-2015 Edition, employment for school counselors is expected to grow by 12 percent between 2012 and 2022.

M.S.Ed. in School Counseling

The 48-credit M.S.Ed. program in school counseling provides students with core knowledge in professional issues and ethics, counseling theories, human development, counseling skills, group work, assessment, and career development. Building upon these core content areas, the school counseling program focuses specifically on the development of knowledge and skills necessary to work in today's schools: contemporary practice of school counseling, school-based research, program development and evaluation, advocacy, leadership, collaboration and consultation. Our 48-credit M.S.Ed. program in school counseling is registered with the New York State Education Department as satisfying the educational requirements for provisional certification as a school counselor.

M.S.Ed., School Counselor

[Program Code 06904]

All of the following core courses are required:

CSP 615	Professional Issues and Ethics in Counseling	3.00
CSP 649	Counseling Theories and Applications	3.00
CSP 652	Human Development Across the Lifespan	3.00
CSP 654	Counseling Skills & Processes	3.00

CSP 659	Counseling and A Pluralistic Society	3.00
CSP 660A	Group Work	3.00
CSP 668A	Assessment and Diagnosis in Counseling Diverse Populations	3.00
CSP 682	Career Development and Counseling	3.00

All of the following specialty courses are required:

CSP 705	Foundations of School Counseling	3.00
CSP 708	School Counseling Research, Program Development and Evaluation	3.00
CSP 711	Advocacy, Leadership, Collaboration and Consultation in School Counseling	3.00

All of the following specialty practice courses are required:

CSP 661A	School Counseling Practicum	3.00
CSP 665A	School Counseling Internship I	6.00
CSP 666A	School Counseling Internship II	6.00

Credit and GPA Requirements

Minimum Total Credits: 48 Credits
Minimum GPA: 3.0

Advanced Certificate in School Counseling

The 24-credit Advanced Certificate in School Counseling is for students who already have a master's degree in counseling and wish to meet the educational requirements to become certified as a school counselor. To enter this program, students' graduate transcript in counseling must reflect coursework in professional issues and ethics, social and cultural diversity, human growth and development, career development, helping relationships, group work, and assessment. Building upon these core content areas, the school counseling advanced certificate program focuses specifically on the development of knowledge and skills necessary to work in today's schools: contemporary practice of school counseling, school-based research, program development and evaluation, advocacy, leadership, collaboration and consultation. As with our master's degree in school counseling, our 24-credit Advanced Certificate in School Counseling is registered with the New York State Education Department as satisfying the educational requirements for provisional certification as a school counselor.

Permanent certification requires a total of 60 credits and two years experience as a school counselor.

Advanced Certificate, School Counselor

[Program Code 33163]

All of the following courses are required:

CSP 661A	School Counseling Practicum	3.00
CSP 665A	School Counseling Internship I	6.00
CSP 666A	School Counseling Internship II	6.00
CSP 705	Foundations of School Counseling	3.00
CSP 708	School Counseling Research, Program Development and Evaluation	3.00
CSP 711	Advocacy, Leadership, Collaboration and Consultation in School Counseling	3.00

Credit and GPA Requirements

Minimum Total Credits: 24 Credits
Minimum GPA: 3.0

M.S.Ed. in Bilingual School Counseling

The 51-credit M.S.Ed. in Bilingual School Counseling provides students with core knowledge in professional issues and ethics, counseling theories, human development, counseling skills, group work, assessment, and career development. Building upon these core content areas, the bilingual school counseling program focuses specifically on the development of knowledge and skills necessary to work in today's schools: contemporary practice of school counseling, school-based research, program development and evaluation, advocacy, leadership, collaboration, consultation, and counseling ethno-linguistically diverse students and families. Our 51-credit M.S.Ed. in Bilingual School Counseling is registered with the New York State Education Department as satisfying the educational requirements for provisional certification as a school counselor and the bilingual extension for practice as a bilingual school counselor.

The New York City Department of Education has created a Graduate Scholarship Program to address the staffing needs in critical shortage areas and to improve the delivery of service to New York City Public School students. This scholarship program prepares participants to serve in the areas of Bilingual Special Education, Monolingual and Bilingual Speech Language Pathology/Audiology, Monolingual and Bilingual Visually Impaired,

Bilingual Guidance Counselor, Bilingual School Psychology, and Bilingual Social Worker. The scholarship program offers uncertified candidates a traditional path to certification by way of a master's degree in a traditional teaching or clinical shortage area. The primary objective of the scholarship program is to provide full tuition payments to eligible students enabling them to obtain New York State certification and to seek a rewarding career in education. Successful program candidates are required to provide service in a high-need New York City Public Schools upon completion of the program. Two (2) years of service is required for every year the scholarship is awarded. Additional information on the Graduate Scholarship Program is available at www.teachnycprograms.net.

M.S.Ed., Bilingual School Counselor

[Program Code 33530]

All of the following core courses are required:

CSP 615	Professional Issues and Ethics in Counseling	3.00
CSP 649	Counseling Theories and Applications	3.00
CSP 652	Human Development Across the Lifespan	3.00
CSP 654	Counseling Skills & Processes	3.00
CSP 659	Counseling and A Pluralistic Society	3.00
CSP 660A	Group Work	3.00
CSP 668A	Assessment and Diagnosis in Counseling Diverse Populations	3.00
CSP 682	Career Development and Counseling	3.00

All of the following specialty courses are required:

CSP 705	Foundations of School Counseling	3.00
CSP 708	School Counseling Research, Program Development and Evaluation	3.00
CSP 711	Advocacy, Leadership, Collaboration and Consultation in School Counseling	3.00
CSP 726	Counseling Ethnolinguistically Diverse Students and Families	3.00

All of the following specialty practice courses are required:

CSP 661B	Bilingual School Counseling Practicum	3.00
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CSP 665B	Bilingual School Counseling Internship I	6.00
CSP 666B	Bilingual School Counseling Internship II	6.00

Credit and GPA Requirements

Minimum Total Credits: 51 Credits

Minimum GPA: 3.0

Advanced Certificate in Bilingual School Counseling

The 18-27-credit Advanced Certificate Program in Bilingual School Counseling is for students who already have a master's degree in counseling and wish to meet the educational requirements to become certified as a school counselor with the bilingual extension. To enter this program, students' graduate transcript in counseling must reflect coursework in professional issues and ethics, social and cultural diversity, human growth and development, career development, helping relationships, group work, and assessment. Building upon these core content areas, the bilingual school counseling advanced certificate program focuses specifically on the development of knowledge and skills necessary to work in today's schools: contemporary practice of school counseling with ethno-linguistically diverse students and families, school-based research, program development and evaluation, advocacy, leadership, collaboration and consultation. Along with a master's degree in counseling, our 18-27-credit Advanced Certificate Program in Bilingual School Counseling is registered with the New York State Education Department as satisfying the educational requirements for provisional certification as a school counselor and the bilingual extension for practice as a bilingual school counselor. Permanent certification requires a total of 60 credits and two years experience as a school counselor.

Advanced Certificate, Bilingual School Counseling

[Program Code 33165]

All of the following courses are required:

CSP 661B	Bilingual School Counseling Practicum	3.00
CSP 665B	Bilingual School Counseling Internship I	6.00
CSP 666B	Bilingual School Counseling Internship II	6.00
CSP 705	Foundations of School Counseling	3.00
CSP 708	School Counseling Research, Program Development and Evaluation	3.00

CSP 711	Advocacy, Leadership, Collaboration and Consultation in School Counseling	3.00
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CSP 726	Counseling Ethnolinguistically Diverse Students and Families	3.00
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Credit and GPA Requirements

Minimum Total Credits: 27 Credits

Minimum GPA: 3.0

MENTAL HEALTH COUNSELING

JOB OPPORTUNITIES AND CAREER TRENDS

Mental Health Counseling is a distinct profession with national standards for education, training and clinical practice. The New York Mental Health Counselors Association is the state organization that represents the interests of the clinical counselors of New York State. Mental health counselors work with individuals, families, and groups to address and treat mental and emotional disorders and to promote mental health. They are trained in a variety of therapeutic techniques used to address issues such as depression, anxiety, addiction and substance abuse, suicidal impulses, stress, trauma, low self-esteem, and grief. They also help with job and career concerns, educational decisions, mental and emotional health issues, and relationship problems. In addition, they may be involved in community outreach, advocacy, and mediation activities. Some specialize in delivering mental health services for the elderly. Mental health counselors often work closely with other mental health specialists, such as psychiatrists, psychologists, clinical social workers, psychiatric nurses, and school counselors.

Mental health counselors work in community health and social service organizations, day treatment programs, outpatient mental health clinics, hospitals, or private practice. Mental health counselors are highly skilled professionals who provide a full range of services including: assessment and diagnosis, psychotherapy, treatment planning and utilization review, brief and solution-focused therapy, alcoholism and substance abuse treatment, psycho-educational and prevention programs, and crisis management. If you are interested in a challenging career working with individuals, groups, couples, families, the young and the elderly, and you want to help people lead more fulfilling lives, you will find a career in mental health counseling to be enjoyable and gratifying.

According to the Occupational Outlook Handbook, 2014-15 Edition, employment for mental health counselors is expected to grow by 29 percent between 2012 and 2022, which is much faster than the average for all occupations.

M.S. in Mental Health Counseling

The 60-credit M.S. in Mental Health Counseling provides students with core knowledge in professional issues and ethics, counseling theories, human development, counseling skills, group work, assessment, and career development. Building upon these core content areas, the mental health counseling program focuses specifically on

the development of knowledge and skills necessary to work in a variety of clinical settings: foundations of mental health counseling, research, evidence-based practice, program evaluation, psychopathology, and psychopharmacology. Our 60-credit M.S. in Mental Health Counseling satisfies the educational requirements for the New York State mental health counselor license (LMHC). Upon completion of these educational requirements, 3,000 hours of supervised experience in the practice of mental health counseling and a passing grade on the National Clinical Mental Health Counseling Examination (NCMHCE) are required for licensure.

M.S. in Mental Health Counseling

[Program Code 79432]

All of the following core courses are required:

CSP	615	Professional Issues and Ethics in Counseling	3.00
CSP	649	Counseling Theories and Applications	3.00
CSP	652	Human Development Across the Lifespan	3.00
CSP	654	Counseling Skills & Processes	3.00
CSP	659	Counseling and A Pluralistic Society	3.00
CSP	660A	Group Work	3.00
CSP	668A	Assessment and Diagnosis in Counseling Diverse Populations	3.00
CSP	682	Career Development and Counseling	3.00

All of the following specialty practice courses are required:

CSP	661M	Mental Health Counseling Practicum	3.00
CSP	665M	Mental Health Counseling Internship I	6.00
CSP	666M	Mental Health Counseling Internship II	6.00

All of the following specialty courses are required:

CSP	706	Foundations of Mental Health Counseling	3.00
CSP	709	Research, Evidence-Based Practice and Program Evaluation	3.00
CSP	712	Psychopathology and Psychopharmacology	3.00

A total of 12 credits of electives is required.

Credit and GPA Requirements

Minimum Total Credits: 60 credits

Minimum GPA: 3.0

Advanced Certificate in Mental Health Counseling

The 24-credit Advanced Certificate Program in Mental Health Counseling is for students who already have a master's degree in counseling and wish to meet the educational requirements to become licensed as a mental health counselor. To enter this program, students' graduate transcript in counseling must reflect coursework in professional issues and ethics, counseling theories, human development, counseling skills, group work, assessment, and career development. Building upon these core content areas, the mental health counseling advanced certificate program focuses specifically on the development of knowledge and skills necessary to work in a variety of clinical settings: foundations of mental health counseling, research, evidence-based practice, program evaluation, psychopathology, and psychopharmacology. Along with a master's degree in counseling, our 24-credit Advanced Certificate Program in Mental Health Counseling satisfies the educational requirements for the New York State mental health counselor license (LMHC). Upon completion of these educational requirements, 3,000 hours of supervised experience in the practice of mental health counseling and a passing grade on the National Clinical Mental Health Counseling Examination (NCMHCE) are required for licensure.

Advanced Certificate, Mental Health Counseling

[Program Code 33446]

All of the following courses are required:

CSP	661M	Mental Health Counseling Practicum	3.00
CSP	665M	Mental Health Counseling Internship I	6.00
CSP	666M	Mental Health Counseling Internship II	6.00
CSP	706	Foundations of Mental Health Counseling	3.00
CSP	709	Research, Evidence-Based Practice and Program Evaluation	3.00
CSP	712	Psychopathology and Psychopharmacology	3.00

Credit and GPA Requirements

Minimum Total Credits: 24 Credits

Minimum GPA: 3.0

MARRIAGE AND FAMILY THERAPY

JOB OPPORTUNITIES AND CAREER TRENDS

Our graduates practice marriage and family therapy in accordance with the scope of practice delineated by the Office of the Professions of the New York State Education Department:

- Marriage and family therapists provide individual, couple, family, relational and group therapy. They assess, treat and implement change in the overall, long-term well-being of individuals, couples, families and those in other relationships. The traditional emphasis on the individual is expanded to include consideration of the nature and roles of individuals in relation to others, particularly in the family system.
- Marriage and family therapy focuses not only on the individual patient—even if it is a single person seeking therapy—but on the context and relationships in which the person participates. All relationship contexts are considered, including the married or committed couple, family, school, work, social, community and other relational systems.
- Marriage and family therapists treat a wide range of clinical problems including: depression, marital problems, anxiety, nervous and mental disorders, as well as relationship, couple, family and child-parent problems.
- Marriage and family therapy is often brief and solution-focused and it is designed to achieve specific therapeutic goals of individuals and families.

According to the Occupational Outlook Handbook, 2014-15 Edition, employment for marriage and family therapists is expected to grow by 29% between 2012 and 2022, which is much faster than the average for all occupations.

M.S. in Marriage and Family Therapy

Our **60-credit M.S. in Marriage and Family Therapy** provides students with the core knowledge necessary to work with individuals, couples and families in a variety of settings. The program requires extensive clinical training and satisfies the educational requirements for the New York State Marriage and Family License. To receive licensure, students must complete the educational requirements, 1,500 hours of supervised experience in the practice of marriage and family therapy and a passing grade on the Examination in Marital and Family Therapy developed by the Association of Marital and Family Therapy Regulatory Boards.

M.S., Marriage and Family Therapy

[Program Code 36003]

Marriage and Family Therapy Prerequisite

Core Courses

CSP	615	Professional Issues and Ethics in Counseling	3.00
CSP	707	Foundations in Marriage and Family Therapy	3.00
CSP	652	Human Development Across the Lifespan	3.00
CSP	639	Therapeutic Interventions with Diverse Children and Adolescents	3.00

Marriage and Family Therapy Common Core Courses

CSP	659	Counseling and A Pluralistic Society	3.00
CSP	660A	Group Work	3.00
CSP	668A	Assessment and Diagnosis in Counseling Diverse Populations	3.00

Marriage and Family Therapy Specialty Courses

CSP	657A	Marriage and Family Counseling: Theoretical Foundations	3.00
CSP	657B	Contemporary Marriage and Family Theories	3.00
CSP	657C	Marriage and Family Counseling: Clinical Knowledge and Skills	3.00
CSP	700	Family Law	3.00
CSP	709	Research, Evidence-Based Practice and Program Evaluation	3.00
CSP	712	Psychopathology and Psychopharmacology	3.00
CSP	679	Substance Abuse and High Risk Behaviors	3.00
CSP	658	Couples Therapy	3.00

Marriage and Family Therapy Practice Courses

CSP	661F	Marriage and Family Counseling Practicum	3.00
CSP	665F	Marriage and Family Counseling Internship I	6.00
CSP	666F	Marriage and Family Counseling Internship II	6.00

Credit and GPA Requirements

Minimum Total Credits: 60 Credits

Minimum GPA: 3.0

Advanced Certificate in Marriage and Family Therapy

This **39-credit Advanced Certificate program in Marriage and Family Therapy** satisfies the educational requirements for the New York State Marriage and Family Therapy License. To receive licensure, students must complete the educational requirements, 1,500 hours of supervised experience in the practice of marriage and family therapy and a passing grade on the Examination in Marital and Family Therapy developed by the Association of Marital and Family Therapy Regulatory Boards.

Advanced Certificate, Marriage and Family Therapy

[Program Code 36004]

Marriage and Family Therapy Specialty Courses

CSP	657A	Marriage and Family Counseling: Theoretical Foundations	3.00
CSP	657B	Contemporary Marriage and Family Theories	3.00
CSP	700	Family Law	3.00
CSP	709	Research, Evidence-Based Practice and Program Evaluation	3.00
CSP	712	Psychopathology and Psychopharmacology	3.00

Marriage and Family Therapy Practice Courses

CSP	661F	Marriage and Family Counseling Practicum	3.00
CSP	665F	Marriage and Family Counseling Internship I	6.00
CSP	666F	Marriage and Family Counseling Internship II	6.00

Marriage and Family Therapy Elective Courses

CSP	****	Elective CSP Courses	9.00

Credit and GPA Requirements

Minimum Total Credits: 39 Credits

Minimum GPA: 3.0

SCHOOL PSYCHOLOGY

ABOUT THE FIELD OF SCHOOL PSYCHOLOGY

School psychologists work with students individually and in groups. They also develop programs to train teachers and parents about effective teaching and learning strategies, techniques to manage behavior at home and in the classroom, working with students with disabilities or with special talents, addressing abuse of drugs and other substances, and preventing and managing crises. In addition, most school psychologists provide the following services:

Consultation

- Collaborate with teachers, parents, and administrators to find effective solutions to learning and behavior problems.
- Help others understand child development and how it affects learning and behavior.
- Strengthen working relationships between teachers, parents, and service providers in the community.

Evaluation

- Evaluate eligibility for special services.
- Assess academic skills and aptitude for learning.
- Determine social-emotional development and mental health status.
- Evaluate learning environments.

Intervention

- Provide psychological counseling to help resolve interpersonal or family problems that interfere with school performance.
- Work directly with children and their families to help resolve problems in adjustment and learning.
- Provide training in social skills and anger management.
- Help families and schools manage crises such as death, illness, or community trauma.

Prevention

- Design programs for children at risk of failing at school.
- Promote tolerance, understanding, and appreciation of diversity within the school community.
- Develop programs to make schools safer and more effective learning environments.
- Collaborate with school staff and community agencies to provide services directed at improving psychological and physical health.
- Develop partnerships with parents and teachers to promote healthy school environments.

Research and Planning

- Evaluate the effectiveness of academic and behavior management programs.
- Identify and implement programs and strategies to improve schools.
- Use evidence-based research to develop and/or recommend effective interventions.

For more information on the field of school

psychology, visit the National Association of School Psychologist's website at www.nasponline.org.

ADMISSIONS REQUIREMENTS

- B.A. or B.S. degree from an accredited college, with a 2.75 GPA.
- Individuals with or without a background in psychology or education are encouraged to apply.
- A written statement of professional goals, including rationale for why the candidate has chosen the field of school psychology.
- Two professional letters of reference from academic instructors or professional supervisors.

Based on the information that the candidate provides, as well as space limitations, a select number of students will be interviewed.

SUBMITTING AN APPLICATION FOR ADMISSION

All applicants must apply for admission to LIU Brooklyn. Please apply online at My LIU or use the Apply Now link in the top navigation bar of the campus' website. For more information on the admissions process, visit the Office of Admissions website.

PROGRAM REQUIREMENTS

Continued enrollment in this program is contingent upon:

- Maintenance of a 3.0 Grade Point Average
- Prompt resolution of any INC or UW Grades
- Satisfactory professional dispositional reviews in the areas of attendance, preparedness, attitude toward learning, response to feedback, reflectiveness, classroom engagement and participation, expressive coherence, and professionalism.

Each of these requirements is addressed in greater depth in the School Psychology Student Handbook provided to all students upon enrollment in the program. These requirements are also addressed in a Student Orientation that occurs at the start of each fall and spring semester.

M.S.Ed. in School Psychology

The 60-credit M.S.Ed. Program in School Psychology provides students with core knowledge and skills necessary to work in today's schools. Specifically our program has outlined ten competencies based on what was delineated by the National Association of School Psychologists (NASP). Those include: data-based decision-making; consultation and collaboration; effective instruction; socialization and the development of life-skills; student diversity in development and learning; school and systems organization; policy development and the development of appropriate school climate; prevention, crisis intervention and mental health interventions; home-school collaboration; research and program evaluation; and information technology. Our 60-credit M.S.Ed. Program in School Psychology is registered with

the New York State Education Department as satisfying the educational requirements for provisional certification as a school psychologist.

In addition to the requirements for the general School Psychology degree, students may elect to take one or both of two specializations, each of which entails another 6 credits of course work:

1. Early Childhood Specialization prepares school psychologists to work with infants, toddlers and preschoolers and their families. This sequence consists of two three-credit courses: one that covers the administration and interpretation of infant assessment instruments, and one that explores current theory and research in infant development. This specialization does not lead to a separate New York State certification, but is designed to help our graduate students acquire the knowledge base and practical skills for working with a particularly sensitive population.
2. Bilingual Specialization prepares school psychologists to work with linguistically diverse children and their families. It includes two three-credit courses: a course in bilingual education and a course in bilingual assessment. Students who wish to be certified as bilingual school psychologists must also receive passing scores on the Bilingual Education Assessment Test (BEA) of the New York State Teacher Certification Exams (NYSTCE), or the previously administered Target Language Proficiency Assessment (TLPA). Information regarding the BEA exam can be found at: www.nystce.nesinc.com/NY_viewSG_opener.asp. (It is recommended that students take the exam after they have taken and completed TAL 823.)

M.S.Ed., School Psychologist

[Program Code 06905]

The following courses are required: Developmental Sequence - 6 credits

CSP	633	Developmental Psychology	3.00
TAL	xxx	TAL graduate-level elective	3.00

Diagnostic Sequence - 9 credits

CSP	650	Developmental Psychopathology	3.00
CSP	651	School Neuropsychology	3.00
CSP	702	Diagnosis of Learning Problems	3.00

Assessment Sequence - 15 credits

CSP	704	Research and Measurement in Education	3.00
CSP	721A	Cognitive Assessment I	3.00
CSP	721B	Cognitive Assessment II	3.00

CSP	722A	Personality Assessment I	3.00
CSP	722B	Personality Assessment II	3.00
Intervention Sequence - 15 credits			
CSP	655	Applied Behavior Analysis I	3.00
CSP	703	Parent Consultation and Intervention	3.00
CSP	714	Educational Consultation in Multicultural School Settings	3.00
CSP	720	Community School Psychology	3.00
CSP	799	Individual and Group Counseling Practices in School Settings	3.00

Fieldwork and Professional Issues Sequence - 15 credits

CSP	680A	Issues in School Psychology	3.00
CSP	680B	Fieldwork in School Psychology I	3.00
CSP	680C	Fieldwork in School Psychology II	3.00
CSP	781A, 781B, or 781C	Internship in School Psychology I - General, Bilingual or Early Childhood	3.00
CSP	782A, 782B, or 782C	Internship in School Psychology II - General, Bilingual or Early Childhood	3.00

Students who wish to specialize in bilingual school psychology should take the bilingual internship courses (CSP 781B and CSP 782B) and are also required to take TAL 823 and CSP 724. Total credits = 66.

Students who wish to specialize in early childhood school psychology should take the early childhood internship courses (CSP 781C and CSP 782C) and are also required to take CSP 723 and CSP 733. Total credits = 66.

Credit and GPA Requirements

Minimum Total Credits: 60 Credits
Minimum GPA: 3.0

Advanced Certificate, Applied Behavior Analysis

The 24-credit Advanced Certificate program in Applied Behavior Analysis provides students with the knowledge base and skills stipulated by the Behavior Analyst Certification Board (BACB®) as constituting basic competence for behavior analysts. These competences include the following: Knowledge of professional issues and ethics; basic characteristics of the science of behavior analysis; principles, processes and

concepts; behavioral assessment; measurement of behavior; experimental evaluation of interventions; interpretation of data; selection of intervention outcomes and strategies; behavior change procedures; and, systemic work with agencies and institutions.

The purpose of the program is to educate and train behavior analysts who will serve children and adults who present with a wide array of emotional, behavioral, and neurological issues (e.g., intellectual disabilities, autism spectrum disorders), particularly in complex, urban settings. This program is a natural extension for individuals who are currently on one of the following two career paths: Certified school-based professionals (e.g., classroom teachers, administrators, or pupil personnel providers), or individuals who are in a program that leads to school-based certification, who attend this applied behavior analysis program, develop a more refined skill set to deal with children who evidence emotional, behavioral and neurological issues within the school setting. Licensed mental health and health care professionals (e.g., mental health counselors, physician assistants, psychologists, clinical social workers, nurses or marriage and family therapists), or individuals who are license-eligible such that they have satisfied the educational requirements for licensure in these fields and are completing experience and/or examination requirements, who attend this applied behavior analysis program work skillfully with both children and adults with emotional, behavioral and neurological issues in a variety of mental health and health care settings.

Applied Behavior Analysis Advanced Certificate Requirements

[Program Code 36570]

Applied Behavior Analysis Required Courses

Required Courses

CSP	655	Applied Behavior Analysis I: Principles and Procedures	3.00
CSP	714	Academic Consultation in Multicultural School Settings	3.00
CSP	801	Applied Behavior Analysis II: Behavior Therapy	3.00
CSP	802	Applied Behavior Analysis III: ABA and Developmental Disabilities	3.00
CSP	803	Applied Behavior Analysis IV: Academic Interventions	3.00

CSP	804	Special Topics in Behavior Analysis	3.00
CSP	805	ABA Internship Supervision I	3.00
CSP	806	ABA Internship Supervision II	3.00

Credit and GPA Requirements

Minimum Total Credits: 24 Credits
Minimum GPA: 3.0

Counseling and School Psychology Courses

CSP 502 Substance Abuse: Prevention and Intervention

A course is designed to equip the counselor with the knowledge to help persons with substance abuse problems. The course reviews the historical background of substance abuse and dependency; studies the psychological, social, pharmacological and legal aspects of substance abuse; recognizes that alcohol dependency can become an adaptive response; and develops an awareness in the student of the important role of prevention.

The pre-requisites of CSP 615, 649, 652, 654, and 657A or 706, are required.

Credits: 3

Rotating Basis

CSP 503 Counseling Women

A consideration of the issues involved in counseling women in our contemporary, diverse society.

The pre-requisites of CSP 615, 649, 652 and 654 are required as well as CSP 657A or CSP 706.

Credits: 3

Rotating Basis

CSP 504 Approaches to Human Sexuality

An examination of the origins, forms and applications of human sexuality; alternative sexual preferences and lifestyles, psychological and sociological implications of the sexual drive, sexual dysfunction, research in human sexuality, and applications to counseling and mental health service settings.

The pre-requisites of CSP 615, 649, 652 and 654 are required as well as CSP 657A or CSP 706.

Credits: 3

Rotating Basis

CSP 518 Play Therapy

A survey of methods, materials and techniques for working with children. Consideration of different approaches and the therapeutic use of play.

The pre-requisites of CSP 615, 649, 652, 654 are required as well as CSP 657A or CS 706.

Credits: 3

Rotating Basis

CSP 605 Domestic Violence: Violence and the Family

This course examines the nature of violence, especially against women and children. Three major areas are covered: spouse abuse, child physical abuse and child sexual abuse. Prevalence, factors that foster and mitigate the tendency toward violence, and treatment issues are discussed.

The pre-requisites of CSP 615, 649, 652 and 654 are required as well as CSP 657A or CSP 706.

Credits: 3

Rotating Basis

CSP 607 Independent Research in Counseling

Under the guidance of a faculty member, students select a topic or question of interest to investigate in depth. Students conduct a thorough literature review and devise a qualitative or quantitative study that would contribute to existing knowledge in the area. The submission of a complete proposal, including rationale, literature review, sample population chosen, methods, and procedure, is required.

The pre-requisites of CSP 615, 649, 652 and 654 are required as well as CSP 657A or CSP 706; and CSP 708 or CSP 709.

Credits: 3

Rotating Basis

CSP 615 Professional Issues and Ethics in Counseling

An overview of professional orientation and ethical practice. Introduction to the history and philosophy of the profession, professional roles and organizations, and credentialing issues and processes. An exploration of ethical standards of the ACA and related entities and applications of ethical and legal considerations in professional counseling.

Credits: 3

Every Fall and Spring

CSP 633 Developmental Psychology

This course is intended to review the different stages of human development from birth to age 21. It includes a review of different perceptions and conceptions of development and an exploration of the historical evolution of such perspectives. The emotional, cognitive, social and physical challenges that children face as they grow older will be reviewed. Major developmental theories and research findings will be presented such as Neo-Piagetian theory, racial identity development theory, developmental theories based on LGBT issues, immigration issues and second language issues. Theorists such as Bronfenbrenner, Kohlberg, Gardner, and Erickson will also be reviewed.

Three credits.

Credits: 3

Annually

CSP 639 Therapeutic Interventions with Diverse Children and Adolescents

This course provides a contextual exploration of today's youth in the urban environment, centralizing foci on the counselor's role as an advocate and the role of resilience in response to youth risk. Critical to this course is an intersectional analysis relative to the effect of race, ethnicity, class, gender/gender expression, sexual identity and orientation, and their ability to shape the lives of young people (ages 5-18) developing in urban communities and schools as members and learners. A focus on therapeutic interventions with children and adolescents individually, in groups, and within school, community and familial contexts to respond to

early

and/or complex trauma as well as to support mental health and well-being is engaged. Issues such as substance use and abuse, gang involvement, teen pregnancy, sexually transmitted diseases, HIV, the role of the media, technology and music will be discussed.

The pre-requisites of CSP 615, 649, 652 and 654 are required as well as CSP 657A or CSP 706.

Credits: 3

Rotating Basis

CSP 649 Counseling Theories and Applications

Counseling theories and techniques and their application within a diverse society are presented. Students will explore the major theories of counseling and psychotherapy, including psychoanalytic, person-centered, existential, reality, behavioral, cognitive, multicultural, racial identity, feminist, and family systems, amongst others.

Credits: 3

Every Fall and Spring

CSP 650 Developmental Psychopathology

The major mood disorders in children and adolescents will be reviewed, with a specific focus on anxiety, depression and bipolar conditions. There will be an emphasis on specific school related problems, such as social withdrawal, school phobia, eating disorders, social adjustment and peer problems, and suicide. Attention will also be given to reviewing other interfering behaviors such as selective mutism, suicidal ideation, and gang violence. Consideration will be given to cultural and social factors in making diagnoses and developing therapeutic interventions. The role of the school psychologist will be explored as well as assessment issues inherent in diagnosing psychopathology.

TARGETED FIELDWORK REQUIREMENT:

Students are expected to administer the following instruments: Conners Comprehensive Behavior Rating Scales, Reynolds Child Manifest Anxiety Scale, the Reynolds Child Depression Inventory, Reynolds Suicide Scale, Beck Youth Inventories, and Piers-Harris Self-Concept Scale, Symptom Checklist-90-R (SCL-90-R) as well as other assessment methods. After these scales are administered, students will be required to incorporate theories and research findings from reading and will be expected to set socio-emotional goals, and develop sample treatment plans. 40 hours.

Credits: 3

Annually

CSP 651 Educational Neuropsychology

This course will provide an examination of neural anatomy and brain functions that are most important in the acquisition of reading, writing and math skills. Mechanisms such as attention, executive functions, and working memory will be explored, and their neurological brain bases will be discussed. Developmental neuropsychological

research will be examined for principles that can enhance psychoeducational assessment and remedial practices. The neural bases of bilingualism and second language acquisition will also be discussed. Neurological disorders will be discussed in relationship to modifications in educational placement, classification and practice.

The pre-requisite of CSP 721A is required.

Credits: 3

Annually

CSP 652 Human Development Across the Lifespan

An overview of theories of individual and family development, transitions across the lifespan, and theories of learning and personality development. Exploration of internal and external influences upon normal and abnormal development, disability, and exceptional behavior. Investigation of strategies for facilitating optimum development and wellness over the lifespan.

Credits: 3

Every Fall and Spring

CSP 654 Counseling Skills & Processes

Counselor characteristics and behaviors that influence helping processes are addressed. Focus is on interviewing methods, counseling skills, goal setting, treatment planning, assessment, diagnosis, documentation and report writing. Both direct service and consultation skills are discussed. The importance of self-awareness and analysis toward counselor effectiveness is highlighted.

Credits: 3

Every Fall and Spring

CSP 655 Applied Behavior Analysis I: Principles and Procedures

This course will provide an in-depth analysis of the principles upon which applied behavior analysis is based, as well as an introduction to procedures that can be used to improve social and academic behaviors in all children. Students will review single subject design as well as other issues necessary to document interventions. Emphasis is placed on the application of the principles to environmental, functional and ecological analyses of behavior in a responsible ethical manner. **TARGETED FIELDWORK REQUIREMENT:** Students are expected to observe in schools and develop behavior intervention plans to improve specific social or academic behaviors in a classroom. A certified school psychologist will supervise students. 30 hours.

Credits: 3

Annually

CSP 657A Family Counseling in the Urban Setting

Marriage and family counseling theories and techniques and their application within a diverse society are presented. Students will explore the major theories of marriage and family counseling and psychotherapy, including psychodynamic, Bowenian, experiential, structural, systemic, and

strategic theories, amongst others.

The pre-requisites of CSP 615, 649, 652 and 654 are required.

Credits: 3

Annually

CSP 657B Contemporary Marriage and Family Theories

This course will focus on post-modern, and contemporary theories in the field of marriage and family therapy. Theories such as Feminist Family Therapy, Narrative Therapy, Solution-Focused Therapy, and Collaborative Language Systems will be explored. Further, the act of therapy as being empowering and just will be discussed.

Diverse family configurations will be considered that have recently been included in the field of marriage and family therapy; sexual minority families, families with diverse gender locations, immigrant families etc. Students will engage in critical thinking as a skill in having conversations with clients. From a post-modern perspective, therapy is seen as a personal, professional, and political act.

The pre-requisites of CSP 615, 649, 652, 654 and 657A are required.

Credits: 3

Annually

CSP 658 Couples Therapy

This course will focus on theories and practice of couples therapy. There will be a focus on systemic approaches to working with conflict as well as utilizing strengths and resources of the couple. Strategies in joining, assessment, intervention, and termination will be examined. Contextual issues such as sexual orientation, gender, race and class will be emphasized throughout the course. Students will be introduced to significant literature and research on couples therapy.

Pre-requisites: CSP 615 and CSP 652

Credits: 3

Annually

CSP 659 Counseling and A Pluralistic Society

An exploration of the context of relationships, and issues and trends in a culturally and linguistically diverse society. Focus on theories of identity development in multiple domains, and multicultural counseling theories and competencies. Investigation into the nature of biases, prejudices, oppression, and discrimination and their effects.

The pre-requisites of CSP 615, 649, 652 and 654 are required as well as CSP 657A, or CSP 705, or CSP 706.

Credits: 3

Annually

CSP 660A Group Work

An introduction to principles of group dynamics, approaches to group leadership and authority, theories and methods of group counseling. Issues of culture, diversity, and identity in groups will be addressed. Instructional videos and/or media

representations of group dynamics will be included. Includes an experiential group experience of at least 10 hours and the study of different types and settings of group work, including psychoeducational groups and therapeutic groups with various clinical populations.

The pre-requisites of CSP 615, 649, 652 and 654 are required as well as CSP 657A, or CSP 705, or CSP 706.

Credits: 3

Annually

CSP 660B Advanced Group Work

A continuation of the study of group dynamics in an advanced context. The impact of social system phenomena such as race/ethnicity, gender, and culture on groups will be assessed. Systemic and organizational dynamics related to the counselor's role will be explored. Instructional videos and/or media representations of group dynamics will be included. An intensive experiential group experience of at least 10 hours will be required.

The pre-requisites of CSP 615, 649, 652, 654 and 660A are required as well as CSP 657A, or CSP 705, or CSP 706.

Credits: 3

Rotating Basis

CSP 661A School Counseling Practicum

Students work 75 hours in a K-12 school under the supervision of a certified and experienced school counselor, being exposed to and performing varied responsibilities of the school counseling program. A minimum of 40 hours of direct service is required. Audio-taping, videotaping, or live supervision.

Pre-requisites of CSP 615, 649, 652, 654, 705 and ALCX 702, 703, 705 are all required.

Credits: 3

Annually

CSP 661B Bilingual School Counseling Practicum

Students work 75 hours in a K-12 school under the supervision of a certified and experienced bilingual school counselor, being exposed to and performing varied responsibilities of the school counseling program. A minimum of 40 hours of direct service to children with limited English language proficiency is required. Audio-taping, videotaping, or live supervision.

Pre-requisites of CSP 615, 649, 652, 654, 705 and ALCX 702, 703, 705 are all required.

Credits: 3

Annually

CSP 661F Marriage and Family Counseling Practicum

Students work 75 hours in a setting that provides marriage and family counseling under the supervision of a licensed professional, observing and performing various direct and indirect services including but not limited to intake interviewing; marriage and family counseling; record keeping; attending treatment team meetings and professional development events; and engaging in testing and

assessment. Students complete a minimum of 40 hours in direct service to clients. Audiotaping, videotaping, or live supervision is required.

Pre-requisites of CSP 615, 649, 652, 654, 657A and ALCX 702 are all required. CSP 712 is pre or co-requisite

Credits: 3

Annually

CSP 661M Mental Health Counseling Practicum

Students work 75 hours in a mental health setting under the supervision of a licensed mental health professional, observing and performing various direct and indirect services including but not limited to intake interviewing; individual, group, and family counseling; record keeping; attending treatment team meetings and professional development events; and engaging in testing and assessment. A minimum of 40 hours in direct service is required. Audio-taping, videotaping, or live supervision.

Pre-requisites of CSP 615, 649, 652, 654, 706 and ALCX 702 are all required. Pre- or Co-requisite of CSP 712 is required.

Credits: 3

Annually

CSP 665A School Counseling Internship I

Students work 300 hours each of two semesters in a K-12 school under the supervision of a certified and experienced school counselor, being exposed to and performing varied responsibilities of the school counseling program. A minimum of 120 hours each semester in direct service is required. Audio-taping, videotaping, or live supervision.

The pre-requisite of CSP 661A is required and approval from the Department.

Credits: 6

Annually

CSP 665B Bilingual School Counseling Internship I

Students work 300 hours each of two semesters in a K-12 school under the supervision of a certified and experienced bilingual school counselor, being exposed to and performing varied responsibilities of the school counseling program. A minimum of 120 hours each semester in direct service to children with limited English language proficiency is required. Audio-taping, videotaping or live supervision.

The pre-requisite of CSP 661B is required and Departmental approval.

Credits: 6

Annually

CSP 665F Marriage and Family Counseling Internship I

Students work 300 hours each of two semesters in a setting that provides marriage and family counseling under the supervision of a licensed professional, observing and performing various direct and indirect services including but not limited to intake interviewing; marriage and family counseling; record keeping; attending treatment

team meetings and professional development events; and engaging in testing and assessment.

Students complete a minimum of 130 hours each semester in direct service to clients. Audiotaping, videotaping, or live supervision is required.

The pre-requisites of CSP 661F and 712 are required and departmental approval.

Credits: 6

Annually

CSP 665M Mental Health Counseling Internship I

Students work 300 hours each of two semesters in a clinical setting under the supervision of a licensed mental health professional, observing and performing various direct and indirect services including but not limited to intake interviewing; individual, group and family counseling; record keeping; attending treatment team meetings and professional development events; and engaging in testing and assessment. A minimum of 120 hours each semester in direct service is required. Audio-taping, videotaping, or live supervision.

The pre-requisite of CSP 661M and 712 are required and Departmental approval.

Credits: 6

Annually

CSP 666A School Counseling Internship II

Students work 300 hours each of two semesters in a K-12 school under the supervision of a certified and experienced school counselor, being exposed to and performing varied responsibilities of the school counseling program. A minimum of 120 hours each semester in direct service is required. Audio-taping, videotaping, or live supervision.

The pre-requisite of CSP 665A is required and approval from the Department.

Credits: 6

Annually

CSP 666B Bilingual School Counseling Internship II

Students work 300 hours each of two semesters in a K-12 school under the supervision of a certified and experienced bilingual school counselor, being exposed to and performing varied responsibilities of the school counseling program. A minimum of 120 hours each semester in direct service to children with limited English language proficiency is required. Audio-taping, videotaping, or live supervision.

The pre-requisite of CSP 665B is required and Departmental approval.

Credits: 6

Annually

CSP 666F Marriage and Family Counseling Internship II

Students work 300 hours each of two semesters in a setting that provides marriage and family counseling under the supervision of a licensed professional, observing and performing various direct and indirect services including but not limited to intake interviewing; marriage and family

counseling; record keeping; attending treatment team meetings and professional development events; and engaging in testing and assessment.

Students complete a minimum of 130 hours each semester in direct service to clients. Audiotaping, videotaping, or live supervision is required.

The pre-requisite of CSP 665F is required and Departmental approval.

Credits: 6

Annually

CSP 666M Mental Health Counseling Internship II

Students work 300 hours each of two semesters in a clinical setting under the supervision of a licensed mental health professional, observing and performing various direct and indirect services including but not limited to intake interviewing; individual, group and family counseling; record keeping; attending treatment team meetings and professional development events; and engaging in testing and assessment. A minimum of 120 hours each semester in direct service is required. Audio-taping, videotaping, or live supervision.

The pre-requisite of CSP 665M is required.

Credits: 6

Annually

CSP 668A Assessment and Diagnosis in Counseling Diverse Populations

Focus on the nature and meaning of assessment; standardized and non-standardized testing methods; statistical concepts; reliability and validity; social, cultural, and linguistic factors in assessment and diagnosis; ethical issues in instrument selection, administration, and interpretation of assessments. Introduction to the DSM classification system.

The pre-requisites of CSP 615, 649, 652, 654 are required as well as CSP 657A, or CSP 705, or CSP 706.

Credits: 3

Annually

CSP 679 Substance Abuse and High Risk Behaviors

This course will provide an overview of substance use, abuse and high-risk behaviors, and the role of and their interrelatedness in the contexts of the helping professions of psychology and counseling. The course will also consider the role of trauma on the development and psychology of addiction and recovery. Substance abuse counseling theories, practices, and treatment will be explored.

The pre-requisites of CSP 615, 649, 652 and 654 are all required and CSP 657A or CSP 706.

Credits: 3

Rotating Basis

CSP 682 Career Development and Counseling

Study of the meaning of work in people's lives, career development theories, decision-making models, and programming. Consideration of print and electronic career information systems.

Exploration of multiple roles and identities in

career development. Analysis of educational and career counseling processes, techniques, and resources.

The pre-requisites of CSP 615, 649, 652, and 654 are required as well as CSP 705 or CSP 706.

Credits: 3

Annually

CSP 700 Family Law

An overview of legal issues with regard to marriage and family relationships with a focus on familial trauma that necessitates and results from engagement in court and legal proceedings.

Central to this course is the counselor's role in working with various types of families to confront important life decisions, resolving disputes and planning for the future. Attention to issues of consultation with legal professionals and the interaction of the counselor with the legal system are discussed.

The pre-requisites of CSP 615, 649, 652 and 654 are required as well as CSP 657A or CSP 706.

Credits: 3

Annually

CSP 702 Diagnosis of the Learning Problems of Students

This course will review the diagnostic and learning issues of students with learning disabilities, such as dyslexia, math and writing disabilities, nonverbal disabilities, attention deficit and executive function difficulties. Profiles, assessment batteries, differential diagnoses, and specific measures that facilitate the diagnosis of such disabilities will be reviewed. Research findings along with theoretical and etiological issues will be discussed

TARGETED FIELDWORK REQUIREMENT:

Students are expected to administer various assessments such as (but not limited to): Ravens Progressive Matrices, S-TOPP, Stroop, BRIEF, Achenbach, Conners to help in ruling out conditions described within the course description to children in school settings. Supervision by a school psychologist is required. The results of these assessments will be used to write social, emotional and academic goals. 40 hours.

The pre-requisite of CSP 651 is required.

Credits: 3

Annually

CSP 703 Parent Consultation and Intervention in Multicultural Settings

This course will focus on the shifts that have occurred in child therapy, and how these changes can inform and affect consultation work with parents in a variety of multicultural settings. Topics such as developmental and attachment theory, the interactional nature of personality development and a relational understanding of emotional problems will be emphasized to highlight how interactions between parent and child become prototypes for later relational experiences. The premise of parent-focused treatment rests on an understanding of the regulatory processes and attachment between

parent and child; through parent consultation, the parent-child relationship is reconfigured to mitigate issues in child development. Three credits.

Credits: 3

Annually

CSP 704 Research and Measurement In Education and Psychology

This course will provide a presentation of basic statistical and measurement concepts such as central tendency, variability, correlation and factor analysis used to interpret test scores and understand test construction. Concepts of validity, reliability and the use of derived scores are presented through an analysis of the assessments used in school psychology as well as research used to inform school psychology. Major statistical and measurement concepts will be applied in order to understand how research problems are systematically investigated using experimental quasi-experimental and qualitative designs. Surveys and qualitative research are also discussed.

Credits: 3

Annually

CSP 705 Foundations of School Counseling

Introduction to the history, philosophy, and current trends in school counseling and educational systems. Exploration of the role, function, and professional identity of the school counselor. Investigation into internal and external factors that influence student learning and development. Instruction in ethical and legal issues specific to the practice of school counseling. Ten hour field component.

The pre-requisites of CSP 615, 649, 652 and 654 are required.

Credits: 3

Annually

CSP 706 Foundations of Mental Health Counseling

Introduction to the history, philosophy, and current trends in mental health counseling. Exploration of the role, function, and professional identity of the mental health counselor, including issues of credentialing, collaboration, and consultation with other treatment providers. Instruction in ethical and legal issues specific to the practice of mental health counseling. Ten hour field component.

The pre-requisites of CSP 615, 649, 652 and 654 are required.

Credits: 3

Annually

CSP 708 School Counseling Research, Program Development and Evaluation

Introduction to quantitative and qualitative research methods; the use of technology and statistics, inquiry, and analyses in conducting research in the development, evaluation and modification of school counseling programs. Focus on understanding the investigative process from needs assessment through the interpretation of

findings and the implementation of change for improved counseling effectiveness. Exploration of the use of data to inform decision making, with attention to both internal and external effects upon students learning and development. Ten hour field component.

The pre-requisites of CSP 615, 649, 652, 654 and 705 are required.

Credits: 3

Annually

CSP 709 Research, Evidence-Based Practice and Program Evaluation

Introduction to quantitative and qualitative research methods; the use of technology and statistics, inquiry and analysis in research and program evaluation. A review and analysis of evidence-based practices in mental health counseling with a variety of populations and clinical issues. The use of needs assessment and outcomes research in program development, implementation, and evaluation will be explored. Ten hour field component.

The pre-requisites of CSP 615, 649, 652 and 654 are required as well as CSP 657A or CSP 706.

Student must be active in the Mental Health Counseling plan.

Credits: 3

Annually

CSP 711 Advocacy, Leadership, Collaboration and Consultation in School Counseling

Introduction to educational policy and school reform related to diversity, equity and excellence in student learning. Exposure to modes and methods of collaboration and consultation with family, school, and community to enhance student development and achievement. Understanding of the characteristics and strategies of effective leadership in educational systems. Ten hour field component.

The pre-requisites of CSP 615, 649, 652, 654 and 705 are required.

Credits: 3

Annually

CSP 712 Psychopathology and Psychopharmacology

This course explores the major diagnostic categories of psychopathology according to the current DSM classification system. The concept of mental health, illness and wellbeing are explored through the socio-cultural formulations utilizing the stress-diathesis and biopsychosocial spiritual models. Of specific focus in this course is an emphasis on the relationship of traumatic life experiences and complex traumatic stress on the manifestation of traumatic stress-related disorders and diagnosis secondary to experienced trauma. Additionally, students will develop an understanding of disorders in terms of diagnostic features, associated features, demographic features, prevalence, course, familial pattern, differential diagnosis, and

cultural contexts through case study analysis. Commonly prescribed psychopharmacological medications, including uses and side effects are introduced and considered.

The pre-requisites of CSP 615, 649, 652 and 654 are required as well as CSP 657A or CSP 706. Student must be active in the Mental Health Counseling plan.

*Credits: 3
Annually*

CSP 714 Academic Consultation in Multicultural School Settings

This course will review instructional issues inherent in school systems necessary to facilitate changes on the individual, team and programmatic level. Emphasis is on reviewing instructional and learning theory as well as exploring the role of school psychologists in assisting teachers and staff to develop and monitor curriculum. Emphasis will be placed on assisting and training staff and parents to implement evidence-based curricula as well as understanding the context and cultural background of different students. Parent training programs will be reviewed and discussed and methods of crisis intervention will be elaborated upon, as well as how issues of diversity may warrant that interventions be tailored to particular backgrounds. Consultation projects will be completed in which trainees assess student strengths and weaknesses, develop interventions collaboratively with staff, and train staff to implement these interventions, monitor these interventions and assess overall effectiveness. **TARGETED FIELDWORK REQUIREMENT:** Students will be required to go into schools and consult with teachers and/or administrators regarding children with academic difficulties. A certified school psychologist will supervise students. 40 hours.

The pre-requisite of CSP 655 is required.

*Credits: 3
Annually*

CSP 721A Cognitive Assessment I

This course is designed to teach students to administer, score and interpret standardized intelligence tests as part of the cognitive assessment process. This course focuses on the three Wechsler Intelligence Scales. Psychometric properties of those instruments are related to issues of interpretation. Psychological issues in intelligence testing as well as ethical and legal considerations are reviewed. Students are required to administer tests and write assessment reports based on the results. Additional laboratory hours are required.

*Credits: 3
Annually*

CSP 721B Cognitive Assessment II

A continuation of 721A. Students learn how to assess the cognitive functioning of children by administering, scoring and interpreting measures of cognitive ability as well as academic functioning used by school psychologists. Integration of findings

with educational and other evaluation results is examined so that individual education plans can be developed. Students are required to administer tests, write assessment reports, and make case presentations. Additional laboratory hours are required.

The pre-requisite of CSP 721A is required.

*Credits: 3
Annually*

CSP 722A Personality Assessment I

This course aims to teach students how to administer, score and interpret the Rorschach test, through the use of the Exner Comprehensive Scoring System. The history of projective tests along with their strengths and shortcomings will be reviewed. Cultural, ethnic and language considerations will be discussed as related to the administration and interpretation of the test. Additional laboratory hours are required.

The pre-requisite of CSP 721A is required.

*Credits: 3
Annually*

CSP 722B Personality Assessment II

This course is a continuation of 722A. It aims to teach students how to administer, score and interpret thematic apperceptive, figure drawing and sentence completion tests. Throughout the course students will be practicing report writing and will develop the ability to integrate information from the various personality assessments, including the Rorschach. Quantitative and qualitative interpretations will be reviewed. Additional laboratory hours are required.

The pre-requisite of CSP 722A is required.

*Credits: 3
Annually*

CSP 723 Assessing Infants, Toddlers and Preschoolers

Students will learn to administer, score and interpret the tests used to assess development in infants, toddlers and preschoolers. This course will focus on the psychometric properties as they relate to assessments of development, cognitive functioning and adaptive behavior. Play assessment and observational techniques for such age groups are presented. Techniques for assessing children with vision and hearing impairments are also addressed. Students will be required to administer tests, make case presentations, and write reports. Students will interpret data by integrating clinical findings so that specific intervention plans can be developed. Additional laboratory hours are required.

The pre-requisites of CSP 721A and 721B are required.

*Credits: 3
On Demand*

CSP 724 Assessing the Bilingual Child

In this course, students will engage in an examination of issues in the assessment of bilingual children, including the appropriate use of

standardized measures, nondiscriminatory assessment, and alternative approaches to the assessment of cognitive functioning and social adaptive behavior of linguistically diverse children. Students will learn when and how to conduct evaluations in the child's first or second language (or both). Students administer tests, make case presentations, and write reports. Interpretation of data focuses on integrating clinical findings so that individual educational plans can be developed. Additional laboratory hours are required.

The pre-requisites of CSP 721A and 721B are required.

*Credits: 3
Annually*

CSP 726 Counseling Ethnolinguistically Diverse Students and Families

An exploration of the experiences of culturally and ethnolinguistically diverse families in the context of an English-predominant society. The impact of linguistic fluency, immigration, acculturation, and assimilation upon family dynamics and related systems will be analyzed. Considerations such as parentification of English-speaking children of linguistic minority parents, management of bi-cultural stress, trends in bilingual education, and cultural resiliency will be addressed. Ten hour field component.

The pre-requisites of CSP 615, 649, 652, 654 and 705 are required.

*Credits: 3
Annually*

CSP 733 Development in Infancy and Early Childhood

This course presents an in-depth review of current research and theory in perceptual, cognitive, social, emotional and physical aspects of development from birth to age 3. Particular attention is paid to the influence of culture and environment on early development. Implications of developmental theories for assessment and early intervention practices are included.

*Credits: 3
On Demand*

CSP 745 Special Topics in Counseling

Each year the faculty identifies critical areas of interest in counseling. Institutes are planned for intensive study related to those issues, featuring expert speakers on the topic.

The pre-requisites of CSP 615, 649, 652, and 654 are required as well as CSP 657A or CSP 706.

*Credits: 3
Rotating Basis*

CSP 781A Internship School Psychology I - General

Students complete a 1200 hour internship throughout the academic year in a University-approved setting under the dual guidance of an on-site staff psychologist and a University-based clinical supervisor. At least half of the hours should be in a school setting. Participation in the intake and

screening process, individual evaluations, interdisciplinary staff conferences, parent conferences and professional meetings is required. Students evaluate children, write reports, and practice short-term counseling and consultation under the supervision of the on-site psychologist. Students also attend weekly meetings with the University clinical supervisor in which professional and ethical issues related to the practice of school psychology in multicultural settings are discussed. Students must apply for the internship in the semester before registration.

The pre-requisites of CSP 721A, 721B, 722A, 722B and a total of 48 credits completed are required.

Credits: 3

Every Fall

CSP 781B Internship School Psychology I - Bilingual Extension

Students complete a 1200 hour internship throughout the academic year in a University-approved setting under the dual guidance of an on-site staff psychologist and a University-based clinical supervisor. At least half of the hours should be in a school setting. Participation in the intake and screening process, individual evaluations, interdisciplinary staff conferences, parent conferences and professional meetings is required. Students evaluate children, write reports, and practice short-term counseling and consultation under the supervision of the on-site psychologist. Students also attend weekly meetings with the University clinical supervisor in which professional and ethical issues related to the practice of school psychology in multicultural settings are discussed. Students must apply for the internship in the semester before registration. Students must be placed in a setting where bilingual and multicultural populations are in place and must receive supervision from a bilingual field-based supervisor.

The pre-requisites of CSP 721A, 721B, 722A, 722B and a total of 48 credits completed are required.

Credits: 3

Every Fall

CSP 781C Internship School Psychology I - Early Childhood

Students complete a 1200 hour internship throughout the academic year in a University-approved setting under the dual guidance of an on-site staff psychologist and a University-based clinical supervisor. At least half of the hours should be in a school setting. Participation in the intake and screening process, individual evaluations, interdisciplinary staff conferences, parent conferences and professional meetings is required. Students evaluate children, write reports, and practice short-term counseling and consultation under the supervision of the on-site psychologist. Students also attend weekly meetings with the University clinical supervisor in which professional and ethical issues related to the practice of school psychology in multicultural settings are discussed.

Students must apply for the internship in the semester before registration. Students must be placed in a setting where early childhood populations are in place and must receive supervision from a field-based supervisor with expertise in early childhood assessment.

The pre-requisites of CSP 721A, 721B, 722A, 722B and a total of 48 credits completed are required

Credits: 3

Every Fall

CSP 782A Internship School Psychology II - General

This course is a continuation of CSP 781A. Students complete a 1200 hour internship throughout the academic year in a University-approved setting under the dual guidance of an on-site staff psychologist and a University-based clinical supervisor. At least half of the hours should be in a school setting. Participation in the intake and screening process, individual evaluations, interdisciplinary staff conferences, parent conferences and professional meetings is required. Students evaluate children, write reports, and practice short-term counseling and consultation under the supervision of the on-site psychologist. Students also attend weekly meetings with the University clinical supervisor in which professional and ethical issues related to the practice of school psychology in multicultural settings are discussed. Students must apply for the internship in the semester before registration.

The pre-requisite of CSP 781A is required.

Credits: 3

Every Spring

CSP 782B Internship School Psychology II - Bilingual Extension

This course is a continuation of CSP 781B. Students complete a 1200 hour internship throughout the academic year in a University-approved setting under the dual guidance of an on-site staff psychologist and a University-based clinical supervisor. At least half of the hours should be in a school setting. Participation in the intake and screening process, individual evaluations, interdisciplinary staff conferences, parent conferences and professional meetings is required. Students evaluate children, write reports, and practice short-term counseling and consultation under the supervision of the on-site psychologist. Students also attend weekly meetings with the University clinical supervisor in which professional and ethical issues related to the practice of school psychology in multicultural settings are discussed. Students must apply for the internship in the semester before registration. Students must be placed in a setting where bilingual and multicultural populations are in place and must receive supervision from a field-based supervisor with a bilingual certificate.

The pre-requisite of HDL 781B is required.

Credits: 3

Every Spring

CSP 782C Internship School Psychology II - Early Childhood

This course is a continuation of CSP 781C. Students will complete a 1200 hour internship throughout the academic year in a University-approved setting under the dual guidance of an on-site staff psychologist and a University-based clinical supervisor. At least half of the hours should be in a school setting. Participation in the intake and screening process, individual evaluations, interdisciplinary staff conferences, parent conferences and professional meetings is required. Students evaluate children, write reports, and practice short-term counseling and consultation under the supervision of the on-site psychologist. Students also attend weekly meetings with the University clinical supervisor in which professional and ethical issues related to the practice of school psychology in multicultural settings are discussed. Students must apply for the internship in the semester before registration. Students must be placed in a setting where early childhood populations are in place and must receive supervision from a field-based supervisor with expertise in early childhood assessment.

The pre-requisite of CSP 781C is required.

Credits: 3

Every Spring

CSP 801 Applied Behavior Analysis II: Behavior Therapy

This course will introduce students to the practice of behavior therapy, in relation to the principles and procedures of applied behavior analysis. A major goal of this course is to teach students to effectively utilize behavioral techniques in the treatment of emotional disorders and the covert verbal behaviors that are unique to this spectrum of disorders. Emphasis will be placed on understanding how basic ABA principles inform the application of procedures and the importance of implementing these procedures within the context of a carefully considered behavioral case conceptualization. Students will expand their use of functional analysis as well as numerous behavioral intervention strategies (e.g., contingency management, relaxation training, systematic desensitization, exposure, response substitution).

The pre-requisite of CSP 655 is required.

Credits: 3

Annually

CSP 802 Applied Behavior Analysis III: ABA and Developmental Disabilities

The primary focus of this course is to provide students with a thorough review of assessment and intervention models that are used within ABA-based programs serving individuals with developmental disabilities, including, but not limited to: autism, pervasive developmental disorders, and intellectual disabilities. Students will review the ABA procedures, as well as the principles on which they are based, to assess the needs of

individuals with developmental disabilities, design interventions that meet the needs of these individuals, monitor progress, and evaluate effectiveness. This course will provide an in-depth analysis of the principles upon which applied behavior analysis is based, as well as an introduction to procedures that can be used to improve social and academic behaviors in all children. Students will review single subject design as well as other issues necessary to document interventions. Emphasis is placed on the application of the principles to environmental, functional and ecological analyses of behavior in a responsible ethical manner.

The pre-requisite of CSP 655 is required.

Credits: 3

Annually

CSP 803 Applied Behavior Analysis IV: Academic Interventions

This course will focus on the extension of functional analytic methods as applied to the assessment, intervention and evaluation of students with academic disorders. Response to Intervention models will be reviewed as well as curriculum based measurements as applied to reading interventions, such as Direct Instruction. Students will be exposed to progress monitoring assessment packages such as AIMSWeb and DIBELS, as well as fundamentals of single-subject design as applied to reading behaviors.

The pre-requisite of CSP 655 is required.

Credits: 3

Annually

CSP 804 Special Topics in Behavior Analysis

This course will focus on a variety of topics in ABA that are relevant to the field and the general New York City area. Although topics may vary from year to year, specific focus will be placed on the ethical applications and implementation of behavior analysis.

The pre-requisite of CSP 655 is required.

Credits: 3

Annually

CSP 805 ABA Internship Supervision I

This course is meant to provide supervision to students in the first semester of full-time internship as applied behavior analytic interns. Emphasis will be placed on the review of service delivery models and especially on the development and implementation of antecedent based, consequent based, and educative methods of intervention to enhance students' success in a variety of settings. The application of the principles and procedures of behavior analysis will be monitored throughout the duration of the course. Students will begin an integrated case study project in this course, which will include assessment information, diagnostic formulations, proposed intervention(s), and implementation of the intervention(s) as well as the monitoring of the intervention. Students will be expected to take and pass the ABA comprehensive

exam.

The pre-requisites of CSP 655, 714, 801, 802, 803 and 804 are all required.

Credits: 3

Annually

CSP 806 ABA Internship Supervision II

This course is meant to provide supervision to students in the second semester of full-time internship as applied behavior analytic interns.

Discussions will emphasize the role of the behavior analyst as a change agent in the school system and culture. Students will discuss plans for personal growth in the field. Supervision will continue in the development and implementation of antecedent based, consequent based, and educative methods of intervention to enhance clients' success in a variety of settings. The application of the principles and procedures of behavior analysis will be monitored throughout the duration of the course. Students will begin an integrated case study project in this course, which will include assessment information, diagnostic formulations, proposed intervention(s), and implementation of the intervention(s) as well as the monitoring of the intervention. Students will be expected to take and pass the ABA comprehensive exam.

The pre-requisites of CSP 655, 714, 801, 802, 803 and 804 are all required.

Credits: 3

Annually

CSP 930 Administrative Core I: An Overview

This course will focus on organizational development and systems theory. It deals with the structural, cultural, political, business, human relations, and policy elements of traditional and non-traditional schools as social systems concerned with inputs, environments, transformation, and outcomes. Students will be expected to identify personal leadership, supervisory, and administrative abilities and demonstrate skills in the functions and processes of leadership, management, interpersonal communication, and motivation for school change by linking theory and practice in classroom-based and field-based activities. Strategies for the implementation of initiatives and the evaluation of their impact on schools are discussed.

Credits: 6

Every Fall

CSP 931A Administrative Core II: Community Relations

This course broadens the focus from school/district/regional-related theories and practices to those that define the nature of public schooling and interrelationships between the educational agency and local, state, federal and community forces as they impact on teaching, learning and achievement. Emphasis is put on gaining support for safe and secure learning environments. Legal frameworks with respect to community needs and their right to know are addressed. Students will use technological,

interpersonal and research skills to explore community, understand the relationship between school and community, and plan for the involvement of community in the life of the school and the district/region.

The pre-requisite of TLL 930 is required or Department consent.

Credits: 3

Annually

CSP 931B Research Methods In Administration

The focus of this course is to help administrators become lifelong consumers and producers of research. Students will develop technological skill in locating research materials from varied sources. Students will learn to read, analyze, and evaluate qualitative and quantitative research articles and to use the information gained to inform decision-making in order to support teaching/learning/achievement. Students will also learn to critically evaluate published research, formulate research questions, write research reports, and develop research proposals that will become the bases for internship projects. Strategies for sharing information with teachers and parents, disseminating research data, and understanding the impact of research on practice will be explored.

The pre-requisite of TLL 930 is required or Department consent.

Credits: 3

Annually

CSP 932 Assessment in Administration

This course will focus on understanding assessment theory. Students will become knowledgeable about obtaining assessment data from automated informational links and using those data in order to make administrative decisions about students, faculty, and curriculum. Emphasis will also be placed on the ways in which administrators use standardized and alternative assessments of students, formative and summative assessments of faculty, and program evaluation. Issues of reliability and validity and their relationship to the decision-making process will be explored. The effects of diversity in language, culture, gender, and ability/disability on the use of assessment data will be investigated.

Credits: 3

Annually

CSP 933 School Business Administration

This course will focus on the business-related aspects of school and district/regional administration as they support the improvement of the instructional program. Emphasis will be given to business management practices, i.e., funding sources, budgeting, automated accounting systems, and federal, state, and municipal mandates. In addition, strategic human resource planning including recruiting and selection techniques will be explored. Students will review the collective bargaining process and understand the application of technology to the human resource field.

The pre-requisite of TLL 930 is required or Department consent.

Credits: 3

Annually

CSP 935 Education and the Law

This course will explore, from a historical perspective, legal and ethical issues as they impact education in a multicultural/multilingual/multiracial and economically diverse society. Students will study issues such as teachers', students' and parents' rights and responsibilities, separation of church and state, censorship, freedom of speech, affirmative action, and educational equity and access. Special attention will be given to the implications of the No Child Left Behind legislation. Case law and case studies will be used as they relate to policy development.

Credits: 3

Annually

CSP 936 Curriculum Development

A review of learning theory, human development, and motivation as they relate to teaching, learning and achievement. Principles of curriculum development, design, and assessment to enhance teacher practice in standard-based and constructivist classrooms will be studied. Students will focus on the learning standards and analyze, critically evaluate, utilize, and develop strategies for engaging teachers in the process of assessing academic needs, implementing and adapting curriculum, and evaluating outcomes. The importance of technology in student learning will be included. Organizational decision-making and problem-solving skills needed in the development of appropriate curricula will be discussed. Connecting the curriculum to the world of work will be explored.

Credits: 3

Annually

CSP 937 The Supervisor in the School Setting

This course focuses on the elements of effective supervisory practice in the school. Students will consider the learning standards relative to the principles of supervision, supervisory leadership styles, and the assessment of teacher performance. Important topics include effective instructional practices, adult learning theories, organizing and planning professional staff development, and coaching and mentoring models, as well as team and consensus-building approaches that include parents and other constituents. Strategies for the development of school/district/regional comprehensive plans for the continuous professional growth of all staff will be examined.

Credits: 3

Annually

CSP 941 School District Administrator

This course will explore the complex role of today's school district/regional administrator as an effective leader in the broader, urban-inclusive educational community intent on enhanced student

achievement. Students will explore district/regional composition and understand strategies and develop skills for: building and articulating a system-wide vision; coordinating groups for achieving district/regional short-range and long-range goals and objectives; developing procedures and policies; generating and allocating resources; developing a research-based approach to building safe and effective schools; developing leadership in school and community groups; working with governance groups; capacity building; negotiating; and program planning and accountability.

Credits: 3

Annually

CSP 951A Internship in Administration and Supervision I: Building Level

This internship consists of 550 hours at the school building level. Eight core areas are addressed: leadership, management, curriculum and instruction, student issues, personnel issues, staff development, in-district/region relationships, and community relations.

Credits: 3

Annually

CSP 951B Internship in Administration and Supervision II: District/Regional Level

This internship consists of 550 hours at the district or regional office level. Eight core areas are addressed: leadership, management, curriculum and instruction, student issues, personnel issues, staff development, in-district/region relationships, and community relations.

The pre-requisite of TLL 951A is required.

Credits: 3

Annually

CSP 998 Special Topics in School Leadership

This course is designed to provide participants with the opportunity to explore one topic of administrative importance in depth. Topics will vary each semester.

Credits: 1 to 3

On Occasion

DEPARTMENT OF TEACHING, LEARNING AND LEADERSHIP

Professors Kesson, Rivera

Professors Emeriti Berkowitz, Kazlow, Long,
Nathanson, Pascale

Associate Professors Bains, Dyasi, Lava
(Associate Dean), Lehman (chair), Lemberger
Associate Professor Emeriti Floyd, Zinar
Assistant Professors Black, Pregot, Schlessinger,
Shuttleworth

Instructors Bjork, McLaughlin

Fellows Program Administrators Harris, Walsh
Field Experiences and School Relations Director
Systra, Assistant Director Marchant

Adjunct: 30

The Department of Teaching, Learning and Leadership offers programs on both the undergraduate and graduate level, all leading to NYS teaching and leadership certification. The program prepares new teachers and administrators who are just starting out in their field and helps practicing professionals enhance their careers with additional specializations. All programs emphasize hands-on learning in a multicultural context. Classes are small, fostering an atmosphere of inquiry and reflection. Fieldwork, student teaching, and internship placements are in schools especially selected for excellence and diversity. With an emphasis on practice, students will be out in the schools – observing, learning, and doing – from the very beginning. Students will graduate eligible for state certification – and ready to get a job!

Job Opportunities and Career Trends

Education is an ever-growing field. As the population continues to grow, so will the need for quality teachers and administrators to work in schools. Learning the theory in classrooms and being involved in the practice of teaching through fieldwork and student teaching is the beginning of a journey. The New York City Department of Education is the primary employer of our graduates and there are high need areas such as: Early Childhood, Special Education and English as a Second Language. In addition, teachers and administrators are also employed in a range of educational settings, including pre-schools, private, independent and charter schools, private tutorial companies and after-school and literacy programs. Educators are also sought at non-profit organizations with a community service and/or educational focus, including those that are internationally-based. Having a degree in education opens up other career options including: positions in educational media, such as in publishing and television development, curriculum development, market research and human resources, notably the training function.

Admission Requirements

To be admitted into this program, you must:

- Submit an application to LIU Brooklyn's Office of Admissions (see below)
 - Have a bachelor's degree from an accredited institution
 - Have 3.0 minimum undergraduate grade-point average
 - Submit scores on Graduate Record Examination (GRE)
 - Submit two letters of recommendation
 - Submit a statement of professional goals
- Students who have not passed the Academic Literacy Skills Test (ALST) of the NYS Teacher Certification Exam and do not have prior teaching certification are also required to take the TLL Department Assessment, a measure of writing skill, upon admission and before registration. Students who do not achieve a passing score (Level 3) on the assessment must enroll in TAL 088 Textual Strategies for Educators, a non-credit course to develop reading and writing skills at the graduate level, during the first semester. They are also required to meet with the Director of Academic Support Services early in the semester to discuss the results of the assessment. In addition, students scoring at Level 1 are limited to 3 credits in the first semester; students scoring at Level 2 are limited to 6 credits.

Waiver of Courses for Students with an Undergraduate Degree in Urban Education from LIU

Students who have completed the undergraduate teacher education curriculum at LIU Brooklyn, including TAL 201 and TAL 301/302, may waive TAL 801 and TAL 830 in the graduate curriculum, reducing the total credit requirement by six credits. In the event that this results in a program of fewer than 30 credits, students are required to take an elective to bring their program to at least 30 credits. The elective must be approved by a faculty adviser.

Submitting an Application for Admission

All applicants must apply for admission to LIU Brooklyn. Please apply online at My LIU or use the Apply Now link in the top navigation bar of the campus' website. For more information on the admissions process, visit the Office of Admissions website or call 718-488-1011.

Program Requirements

Continued enrollment in this program is contingent upon:

- Maintaining a 3.0 grade-point average
 - Satisfactory review by faculty at each stage of the program
- The School of Education Certification Officer reviews the transcripts of all new students seeking 1st initial certification for evidence of undergraduate or graduate study that fulfills the following NYS teacher certification requirements:
- General education requirements, including study in artistic expression, communication, information retrieval, history and social sciences, humanities, language other than English, scientific processes, mathematical processes, and written analysis and expression.

- Content area requirements, including a 30 credit concentration or major in one of the Liberal Arts and Sciences.
- Students will be advised of any additional coursework that they will need to complete before graduation to fulfill these requirements.

Fieldwork

Fieldwork is required in almost all TLL courses. Students need to have at least one day a week available to be in a school placement during school hours.

Student Teaching

Student teaching is usually completed in the last semester of the teacher education programs. It is a full-time experience that consists of all-day student teaching in selected schools.

To be admitted to Student Teaching, multiple criteria include:

- Passing score on ALST
 - 3.0 GPA
 - Interview with Director of School Relations & Field Experience and/or Program Coordinator.
- Students who have not passed the ALST do not student teach but may graduate from the Non-Certification Track.

Degree Requirements

To graduate with a major in teaching students must have:

- Completion of all program requirements with a minimum GPA of 3.0
 - Descriptive Review of Practice
 - Capstone Portfolio
- To graduate from the Certification Track, students must also:
- Pass the ALST, EAS, and CST
 - Fulfill NYS general education and content area requirements
 - Complete state-mandated training in (1) child abuse identification and reporting, (2) violence prevention, and (3) fire safety, substance abuse prevention, and abduction prevention.

Students who do not meet the criteria for graduation from the Certification Track will graduate from the Non-Certification Track.

A passing score on the NY State School District Leadership (SDL) examination is a requirement for graduation from the educational leadership advanced certificate program.

Certification

All TAL graduate certification-track programs in teaching fulfill the academic requirements for the following certificates:

- Initial Certification, for students with less than 3 years of experience in the certification area
 - Professional Certification, for students with a year of mentored teaching and two years of teaching experience in the certification area
- To obtain initial or professional certification, students must:
- Fulfill all requirements for graduation from a certification track program, including: - Completion of student teaching, internship, and/or practicum requirements - Passing scores on the ALST and EAS - Completion of state-

mandated training in child abuse identification and reporting; school violence prevention; fire safety; substance abuse prevention, and abduction and, harassment, bullying and discrimination prevention and intervention.

- Be a U.S. citizen or sign a Declaration of Intent
- Pass the Content Specialty Test (CST) in the certification area
- Pass the edTPA
- For students seeking the Bilingual Education Extension: pass the Bilingual Education Assessment (BEA) in the target language of instruction

The School of Education (SOE) Certification Officer helps students apply for certification when all requirements are met. Students interested in Internship Certification before graduation should consult the Certification Officer.

Progression

All of the M.S.Ed. programs in teaching are divided into four Tiers:

- Tier I: Diversity, Language and Literacies in Urban Education
- Tier II: Observation and Description of Urban Learners
- Tier III: Inquiry of Urban Classrooms and Teaching Practices
- Tier IV: Advanced Inquiry and Practice

To progress from one Tier to the next, students must maintain a minimum 3.0 GPA. In addition, students must meet the following criteria,

- To progress from Tier I to Tier II: satisfactory completion of first six credits, including TAL 801.
- To progress from Tier II to Tier III: satisfactory completion of TAL 830 and other Tier II courses.
- To progress from Tier III to Tier IV: satisfactory completion of TAL 880 and other Tier III courses.

At each stage of progression, faculty teams review students' work to insure that all criteria are met. In some cases, students who do not meet criteria are permitted to progress to the next Tier on probation.

Teaching Certification Requirements

Requirements for teacher certification in New York includes successful completion of a bachelor's or master's degree; passing of certification examinations, completing workshops in (1) child abuse identification and reporting, (2) violence prevention, (3) fire safety, substance abuse prevention, and abduction prevention, and, (4) harassment, bullying and discrimination prevention and intervention. LIU Brooklyn's programs in teacher education are designed to prepare students to meet these certification requirements.

The teacher education programs in the School of Education at LIU Brooklyn prepare students for two levels of certification in New York State — Initial and Professional:

Initial Certification is the minimum certification required to teach in New York State.

Initial Certification, for students with less than three years of teaching experience in the certification area. The entry-level certificate is valid for 5 years and is issued in a specific subject and/or grade level. Initial Certification leads to the Professional Certificate. After three years of professional teaching experience, you can apply for the Professional Certificate to continue to be certified in New York State. All teacher-training bachelor's and master's programs in the School of Education at LIU Brooklyn lead to Initial Certification.

Professional Certification is the second-level teaching certificate. A holder of an Initial certificate must apply to the New York State Department of Education (SED) for the Professional certificate upon completion of requirements. Professional Certification is awarded to students with a year of mentored teaching and 2 years of teaching experience in the certification area. Please note that when you possess this certificate you must complete 175 hours of professional development every five years to keep this certificate valid.

In addition, students in the following M.S.Ed. programs leading to 1st initial certification may be eligible to apply for Internship Certification after completing half the required credits:

- Childhood Urban Education
- Early Childhood/Childhood Urban Education
- Early Childhood Urban Education
- Adolescence Urban Education
- Teaching Urban Children with Disabilities
- Teaching Urban Adolescents with Disabilities
- TESOL

Internship Certificates are valid for two years and permit students to begin teaching while completing their degrees and other certification requirements. Please see the Certification Officer for more information about this option.

To obtain initial or professional certification, students must:

1. Graduate from the Certification Track
2. Complete state-mandated training in (1) child abuse identification and reporting, (2) violence prevention, (3) fire safety, substance abuse prevention, and abduction prevention, and, (4) harassment, bullying and discrimination prevention and intervention.
3. Pass the following portions of the NYSTCE.
 - Academic Literacy Skills Test (ALST)
 - Educating All Students Test (EAS)
 - edTPA
 - Content Specialty Test (CST) in the certification area
 - For students seeking a Bilingual Extension: The Bilingual Education Assessment (BEA) in the target language of instruction.
4. Fingerprint Clearance

Applications for certification are submitted electronically. Students who have completed all requirements of the registered New York State Teacher Certification program at LIU Brooklyn should see the SOE certification officer, Ms.

Marizaldy Mercedes, 2nd floor, Pratt Building, to complete their application.

Preparing for New York State Teacher Certification Examinations

Students who have not passed the ALST are strongly encouraged to take the following non-credit course early in their program:

TAL 099 Preparing for the NYSTCE (0 credits)

Another optional non-credit course, TAL 088 Textual Strategies for Educators, is recommended for students wishing to improve their writing skills for graduate study as well as in preparation for the NYSTCE.

The following workshops are required for all programs leading to state certifications:

The Child Abuse Identification and Reporting Workshop is required or completion of the course ALCX 702.

The Violence Prevention and Intervention Workshop is required or completion of the course ALCX 703.

The Fire Safety, Substance Abuse and Abduction Prevention Workshop is required or completion of the course ALCX 704.

The Harassment, Bullying and Discrimination Prevention and Intervention Workshop is required or completion of the course ALCX 705.

The Department of Teaching, Learning and Leadership offers the following specializations:

- Early Childhood and Childhood Education
- Adolescence Education
- Special Education
- TESOL
- Bilingual Education
- Educational Leadership

EARLY CHILDHOOD AND CHILDHOOD EDUCATION

M.S.Ed. in Early Childhood Urban Education (Birth - Gr 2)

The 36 -credit M.S.Ed. in Early Childhood Urban Education (Birth-Grade 2) is for students without prior certification and leads to the degree of Master of Science and eligibility for initial NYS certification in Early Childhood Education. It prepares students to teach children from birth to second grade. There is also a 34 credit M.S.Ed. in Early Childhood Urban Education (Birth-Grade 2) for students who already have certification in another area. Students graduating from this program are eligible for teaching certification once they have passed all required portions of the New York State Teacher Certification Exam (NYSTCE). Students may also apply for Internship Certification after completing the first 18 credits. Internship Certification permits students to begin teaching while they complete their degrees. Students with prior initial certification in another area will, upon completing this program, also be eligible for professional certification in their original certification area. A 34-credit non-certification track is available for students who are not interested in or who do not qualify for certification.

Early Childhood Urban Education 1st Initial & 2nd Initial Certification

M.S.Ed., Early Childhood Urban Education (B-2) - 1st Initial Certification

[Program Code 32376]

Non-credit pre-requirement determined by TAL Assessment or ALST

TAL	088	Textual Strategies for Educators	0.00
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All of the following courses must be completed.

TIER I: Diversity, Language and Literacies in Urban Education (9 credits)

TAL	801	Issues in Urban Education	3.00
TAL	802	Language and Literacy	3.00
TAL	810	Early Development (15 fieldwork hours)	3.00

TIER II: Observation and Description of Urban Learners (12 credits)

TAL	803	Perspectives on Disability	3.00
TAL	830	Classroom Inquiry I (30 Fieldwork hours)	3.00

TAL	844	Environments, Practices and Play (15 Fieldwork hours)	3.00
TAL	846	Family Literacy and Parental Collaboration (10 Fieldwork hours)	3.00

Tier III: Inquiry into Urban Classrooms and Teaching Practices (9 credits)

TAL	845	Math and Science in Early Childhood (15 Fieldwork hours)	3.00
TAL	873	Early Literacy (15 Fieldwork hours)	3.00
TAL	880	Classroom Inquiry II (30 Fieldwork hours)	3.00

Tier IV: Advanced Inquiry and Practice (6 credits)

TAL	881A	Student Teaching: Early Childhood (Full-time)	3.00
TAL	971	Capstone Seminar	3.00

M.S.Ed., Early Childhood Urban Education (B-2) - 2nd Initial Certification

All of the following courses must be completed.

TIER I: Diversity, Language and Literacies in Urban Education (9 credits)

TAL	801	Issues in Urban Education	3.00
TAL	802	Language and Literacy	3.00
TAL	810	Early Development (15 fieldwork hours)	3.00

TIER II: Observation and Description of Urban Learners (12 credits)

TAL	803	Perspectives on Disability	3.00
TAL	830	Classroom Inquiry I (30 Fieldwork hours)	3.00
TAL	844	Environments, Practices and Play (15 Fieldwork hours)	3.00
TAL	846	Family Literacy and Parental Collaboration (10 Fieldwork hours)	3.00

Tier III: Inquiry into Urban Classrooms and Teaching Practices (9 credits)

TAL	845	Math and Science in Early Childhood (15 Fieldwork hours)	3.00
TAL	873	Early Literacy (15 Fieldwork hours)	3.00
TAL	880	Classroom Inquiry II (30 Fieldwork hours)	3.00

Tier IV: Advanced Inquiry and Practice (4 credits)

TAL	881B	Student Teaching for the Practicing Teacher: Early Childhood (20 days)	1.00
TAL	971	Capstone Seminar	3.00

Credit and GPA Requirements

Minimum Total Credits: 34-36 Credits
Minimum GPA: 3.0

Early Childhood Urban Education - Non Certification

M.S.Ed., Early Childhood Urban Education (B-2) (Non-Certification)

[Program Code 32377]

Non-credit pre-requirement determined by TAL Assessment or ALST

TAL	088	Textual Strategies for Educators	0.00
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TIER I: Diversity, Language and Literacies in Urban Education (9 credits)

TAL	801	Issues in Urban Education	3.00
TAL	802	Language and Literacy	3.00
TAL	810	Early Development (15 Fieldwork hours)	3.00

TIER II: Observation and Description of Urban Learners (12 credits)

TAL	803	Perspectives on Disability	3.00
TAL	830	Classroom Inquiry I (30 Fieldwork hours)	3.00
TAL	844	Environments, Practices and Play (15 Fieldwork hours)	3.00

TAL	846	Family Literacy and Parental Collaboration (10 Fieldwork hours)	3.00
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TIER III: Inquiry of Urban Classrooms and Teaching Practices (9 credits)

TAL	845	Math and Science in Early Childhood (15 Fieldwork hours)	3.00
TAL	873	Early Literacy (15 Fieldwork hours)	3.00
TAL	880	Classroom Inquiry II (30 Fieldwork hours)	3.00

TIER IV: Advanced Inquiry and Practice (4 credits)

TAL	890	Overview of Teaching in Alternative Settings	1.00
TAL	971	Capstone Seminar	3.00

Credit and GPA Requirements

Minimum Total Credits: 34 Credits
Minimum GPA: 3.0

M.S.Ed. in Childhood Urban Education (Grades 1-6)

The 42-credit M.S.Ed. in Childhood Urban Education (Grades 1-6) is for students without prior certification and leads to the degree of Master of Science and eligibility for initial NYS certification in Childhood Education, grades 1-6. It prepares students to teach in elementary school classrooms. There is also a 33-credit M.S.Ed. in Childhood Urban Education (Grades 1-6) for students who already have certification in another area.

Optional extensions are available for students who wish to teach in middle schools (6 credits) or bilingual classrooms (9 credits).

Students graduating from this program are eligible for teaching certification once they have passed all required portions of the New York State Teacher Certification Exam (NYSTCE). Students may also apply for Internship Certification after completing the first 21 credits. Internship Certification permits students to begin teaching while they complete their degrees. Students with prior initial certification in another area will, upon completing this program, also be eligible for professional certification in their original certification area.

A 40-credit non-certification track is available for students who are not interested in or who do not qualify for certification.

Childhood Urban Education 1st Initial Certification

M.S.Ed. in Childhood Urban Education (1-6) - 1st Initial Certification

[Program Code 24898]

Non-credit pre-requirement determined by TAL Assessment or ALST

TAL	088	Textual Strategies for Educators	0.00
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All of the following courses must be completed.
TIER I: Diversity, Language and Literacies in Urban Education (6 credits)

TAL	801	Issues in Urban Education	3.00
TAL	802	Language and Literacy	3.00

TIER II: Observation and Description of Urban Learners (12 credits)

TAL	803	Perspectives on Disability	3.00
TAL	811	Lives of Children (14 Fieldwork hours)	3.00
TAL	816	Teaching Literacy K-6 (15 Fieldwork hours)	3.00
TAL	830	Classroom Inquiry I (30 Fieldwork hours)	3.00

TIER III: Inquiry of Urban Classrooms and Teaching Practices (18 credits)

TAL	831	Teaching Social Studies 1-6 (10 Fieldwork hours)	3.00
TAL	832	Teaching the Arts 1-6	3.00
TAL	833	Teaching Science/Technology 1-6 (10 Fieldwork hours)	3.00
TAL	834	Teaching Math/Technology 1-6 (10 Fieldwork hours)	3.00
TAL	854	Classroom as Community (10 Fieldwork hours)	3.00
TAL	880	Classroom Inquiry II (30 Fieldwork hours)	3.00

TIER IV: Adv Inquiry & Practice (6 credits)

TAL	882A	Student Teaching: Childhood (Full-time)	3.00
TAL	971	Capstone Seminar	3.00

Credit and GPA Requirements

Minimum Total Credits: 42 Credits
Minimum GPA: 3.0

Childhood Urban Education 2nd Initial Certification

M.S.Ed., Childhood Urban Education (1-6) - 2nd Initial Certification

[Program Code 24900]

All of the following courses must be completed.

TIER I: Diversity, Language and Literacies in Urban Education (3 credits)

TAL	801	Issues in Urban Education	3.00
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TIER II: Observation and Description of Urban Learners (9 credits)

TAL	803	Perspectives on Disability	3.00
TAL	816	Teaching Literacy K-6 (15 Fieldwork hours)	3.00
TAL	830	Classroom Inquiry I (30 Fieldwork hours)	3.00

TIER III: Inquiry of Urban Classrooms and Teaching Practices (18 credits)

TAL	831	Teaching Social Studies 1-6 (10 Fieldwork hours)	3.00
TAL	832	Teaching the Arts 1-6	3.00
TAL	833	Teaching Science/Technology 1-6 (10 Fieldwork hours)	3.00
TAL	834	Teaching Math/Technology 1-6 (10 Fieldwork hours)	3.00

TAL	854	Classroom as Community (10 Fieldwork hours)	3.00
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TAL	880	Classroom Inquiry II (30 Fieldwork hours)	3.00
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TIER IV: Adv Inquiry & Practice (3 credits)

TAL	971	Capstone Seminar	3.00
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Credit and GPA Requirements

Minimum Total Credits: 33 Credits
Minimum GPA: 3.0

Childhood Urban Education - Non Certification

M.S.Ed., Childhood Urban Education (1-6) (Non-Certification)

[Program Code 24899]

Non-credit pre-requirement determined by TAL Assessment or ALST

TAL	088	Textual Strategies for Educators	0.00
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All of the following courses must be completed.
TIER I: Diversity, Language and Literacies in Urban Education (6 credits)

TAL	801	Issues in Urban Education	3.00
TAL	802	Language and Literacy	3.00

TIER II: Observation and Description of Urban Learners (12 credits)

TAL	803	Perspectives on Disability	3.00
TAL	811	Lives of Children (14 Fieldwork hours)	3.00
TAL	816	Teaching Literacy K-6 (15 Fieldwork hours)	3.00
TAL	830	Classroom Inquiry I (30 Fieldwork hours)	3.00

TIER III: Inquiry of Urban Classrooms and Teaching Practices (18 credits)

TAL	831	Teaching Social Studies 1-6 (10 Fieldwork hours)	3.00
TAL	832	Teaching the Arts 1-6	3.00
TAL	833	Teaching Science/Technology 1-6 (10 Fieldwork hours)	3.00
TAL	834	Teaching Math/Technology 1-6 (10 Fieldwork hours)	3.00
TAL	854	Classroom as Community (10 Fieldwork hours)	3.00
TAL	880	Classroom Inquiry II (30 Fieldwork hours)	3.00

TIER IV: Adv Inquiry & Practice (4 credits)

TAL	890	Overview of Teaching in Alternative Settings	1.00
TAL	971	Capstone Seminar	3.00

Credit and GPA Requirements

Minimum Total Credits: 40 Credits
Minimum GPA: 3.0

M.S.Ed. in Childhood/Early Childhood Urban Education (Birth - Grade 6)

The 52-credit M.S.Ed. in Childhood/Early Childhood Urban Education (Birth – Grade 6) is for students without prior certification and leads to the degree of Master of Science and eligibility for initial NYS certification in Early Childhood Education, birth to grade 2, and Childhood Education, grades 1–6. It prepares students to teach in pre-schools, kindergartens, and elementary school classrooms. There is also a 44-credit M.S.Ed. in Childhood/Early Childhood Urban Education (Birth – Grade 6) for students who already have certification in another area.

Optional extensions are available for students who wish to teach in middle schools, grades 7–9 (6 credits) or bilingual classrooms (9 credits).

Students graduating from this program are eligible for teaching certification once they have passed all required portions of the New York State Teacher Certification Exam (NYSTCE). Students may also apply for Internship Certification after completing the first 24 to 26 credits. Internship Certification permits students to begin teaching while they complete their degrees. Students with prior initial certification in another area will, upon completing this program, also be eligible for professional certification in their original certification area.

A 49-credit non-certification track is available for students who are not interested in or who do not qualify for certification.

Childhood/Early Childhood Urban Education - 1st Initial Certification

M.S.Ed., Childhood and Early Childhood Urban Education (B-6) - 1st Initial Certification

[Program Code 24901]

Non-credit pre-requirement determined by TAL Assessment or ALST

TAL	088	Textual Strategies for Educators	0.00
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All of the following courses are required.

TIER I: Diversity, Language and Literacies in Urban Education (6 credits)

TAL	801	Issues in Urban Education	3.00
TAL	802	Language and Literacy	3.00

TIER II: Observation and Description of Urban Learners (15 credits)

TAL	803	Perspectives on Disability	3.00
TAL	810	Early Development (15 Fieldwork hours)	3.00
TAL	811	Lives of Children (14 Fieldwork hours)	3.00
TAL	816	Teaching Literacy K-6 (15 Fieldwork hours)	3.00
TAL	830	Classroom Inquiry I (30 Fieldwork hours)	3.00

TIER III: Inquiry of Urban Classrooms and Teaching Practices (24 credits)

TAL	831	Teaching Social Studies (1-6) (10 Fieldwork hours)	3.00
TAL	832	Teaching the Arts (1-6)	3.00
TAL	833	Teaching of Science/Technology (10 Fieldwork hours)	3.00
TAL	834	Teaching of Math/Technology (10 Fieldwork hours)	3.00
TAL	844	Environments, Practices and Play (15 Fieldwork hours)	3.00
TAL	846	Family Literacy and Parental Collaboration (10 Fieldwork hours)	3.00

OR

TAL	854	Classroom as Community (10 Fieldwork hours)	3.00
TAL	873	Early Literacy (15 Fieldwork hours)	3.00
TAL	880	Classroom Inquiry II (30 Fieldwork hours)	3.00

TIER IV: Advanced Inquiry and Practice (7 credits)

TAL	882A	Student Teaching: Childhood (Full-Time)	3.00
TAL	881B	Student Teaching for the Practicing Teacher: Early Childhood (20 days)	1.00
TAL	971	Capstone Seminar	3.00

Credit and GPA Requirements

Minimum Total Credits: 52 Credits
Minimum GPA: 3.0

Childhood/Early Childhood Urban Education - 2nd Initial Certification

M.S.Ed., Childhood and Early Childhood Urban Education (B-6) - 2nd Initial Certification

[Program Code 24904]

TIER I: Diversity, Language and Literacies in Urban Education (3 credits)

TAL	801	Issues in Urban Education	3.00
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TIER II: Observation and Description of Urban Learners (12 credits)

TAL	803	Perspectives on Disability	3.00
TAL	810	Early Development (15 Fieldwork hours)	3.00
TAL	816	Teaching Literacy K-6 (15 Fieldwork hours)	3.00
TAL	830	Classroom Inquiry I (30 Fieldwork hours)	3.00

TIER III: Inquiry of Urban Classrooms and Teaching Practices (24 credits)

TAL	831	Teaching Social Studies (1-6) (10 Fieldwork hours)	3.00
TAL	832	Teaching the Arts (1-6)	3.00
TAL	833	Teaching of Science/Technology (10 Fieldwork hours)	3.00
TAL	834	Teaching of Math/Technology (10 Fieldwork hours)	3.00
TAL	844	Environments, Practices and Play (15 Fieldwork hours)	3.00
TAL	846	Family Literacy and Parental Collaboration (10 Fieldwork hours)	3.00

OR

TAL	854	Classroom as Community (10 Fieldwork hours)	3.00
TAL	873	Early Literacy (15 Fieldwork hours)	3.00
TAL	880	Classroom Inquiry II (30 Fieldwork hours)	3.00

TIER IV: Advanced Inquiry and Practice (4-5 credits)

TAL	882B	Student Teaching for the Practicing Teacher: Childhood * (20 days)	1.00
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TAL 881B Student Teaching for the Practicing Teacher: Early Childhood (20 days) 1.00

TAL 971 Capstone Seminar 3.00

*May be waived for students who hold initial certification in another area.

Credit and GPA Requirements

Minimum Total Credits: 43-44 Credits

Minimum GPA: 3.0

Childhood/Early Childhood Urban Education - Non Certification

M.S.Ed., Childhood and Early Childhood Urban Education (B-6) (Non-Certification)

[Program Code 24903]

Non-credit pre-requirement determined by TAL Assessment or LAST

TAL 088 Textual Strategies for Educators 0.00

All of the following courses are required.

TIER I: Diversity, Language and Literacies in Urban Education (6 credits)

TAL 801 Issues in Urban Education 3.00

TAL 802 Language and Literacy 3.00

TIER II: Observation and Description of Urban Learners (15 credits)

TAL 803 Perspectives on Disability 3.00

TAL 810 Early Development (15 Fieldwork hours) 3.00

TAL 811 Lives of Children (14 Fieldwork hours) 3.00

TAL 816 Teaching Literacy K-6 (15 Fieldwork hours) 3.00

TAL 830 Classroom Inquiry I (30 Fieldwork hours) 3.00

TIER III: Inquiry of Urban Classrooms and Teaching Practices (24 credits)

TAL 831 Teaching Social Studies (1-6) (10 Fieldwork hours) 3.00

TAL 832 Teaching the Arts (1-6) 3.00

TAL 833 Teaching of Science/Technology (10 Fieldwork hours) 3.00

TAL 834 Teaching of Math/Technology (10 Fieldwork hours) 3.00

TAL 844 Environments, Practices and Play (15 Fieldwork hours) 3.00

TAL 846 Family Literacy and Parental Collaboration (10 Fieldwork hours) 3.00

OR

TAL 854 Classroom as Community (10 Fieldwork hours) 3.00

TAL 873 Early Literacy (15 Fieldwork hours) 3.00

TAL 880 Classroom Inquiry II (30 Fieldwork hours) 3.00

TIER IV: Advanced Inquiry and Practice (4 credits)

TAL 890 Overview of Teaching in Alternative Settings 1.00

TAL 971 Capstone Seminar 3.00

Credit and GPA Requirements

Minimum Total Credits: 52 Credits

Minimum GPA: 3.0

Advanced Certificate in Early Childhood Urban Education (Birth - Grade 2)

The Advanced Certificate in Early Childhood is for students with prior certification only. It leads to a 2nd Initial Certification in Early Childhood Education, preparing students to teach in preschool, kindergarten, and primary classrooms through grade 2.

Advanced Certificate, Early Childhood Urban Education (B-2)

[Program Code 24905]

Must complete all courses listed below.

TAL 810 Early Development 3.00

TAL 844 Environments Practices and Play in Early Childhood 3.00

TAL 846 Family Literacy and Parental Collaboration 3.00

TAL 873 Early Literacy 3.00

TAL 881B Student Teaching for the Practicing Teacher: Early Childhood 1.00

Credit and GPA Requirements

Minimum Total Credits: 13 Credits

Minimum GPA: 3.0

ADOLESCENCE EDUCATION

M.S.Ed. in Adolescence Urban Education (Grades 7-12)

The 39-45-credit M.S.Ed. in Adolescence Urban Education (Grades 7-12) is for students without prior certification and leads to the degree of Master of Science in Education and eligibility for initial NYS certification in Adolescence Education, grades 7-12. It prepares students to teach one of the content areas (Biology, Chemistry, English, Math or Social Studies) at the secondary level. Prior coursework in the intended content area is required. There is also a 33-39-credit M.S.Ed. in Adolescence Urban Education (Grades 7-12) for students who already have certification in another area.

Optional extensions are also available for students wishing to teach in middle schools (6 credits) or in bilingual classrooms (9 credits).

Students graduating from this program are eligible for teaching certification once they have passed all required portions of the New York State Teacher Certification Exam (NYSTCE). Students may also apply for Internship Certification after completing the first 18 to 21 credits. Internship Certification permits students to begin teaching while they complete their degrees.

Students with prior initial certification in another area will, upon completing this program, also be eligible for professional certification in their original certification area.

A non-certification track is available for students who are not interested in or who do not qualify for certification.

Adolescent Urban Education: Biology 1st Initial Certification

M.S.Ed., Adolescence Urban Education: Biology (7-12) - 1st Initial Certification

[Program Code 24879]

Non-credit pre-requirement determined by TAL Assessment or ALST

TAL 088	Textual Strategies for Educators	0.0
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All of the following courses are required:

TIER I: Diversity, Language and Literacies in Urban Education (6 credits)

TAL 801	Issues in Urban Education	3.00
TAL 802	Language and Literacy	3.00

TIER II: Observation and Description of Urban Learners (12 credits)

TAL 803	Perspectives on Disability	3.00
TAL 812	Lives of Adolescents (14 Fieldwork hours)	3.00

TAL 817	Teaching Literacy: Grades 5-12 (10 Fieldwork hours)	3.00
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TAL 830	Classroom Inquiry I (30 Fieldwork hours)	3.00
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TIER III: Inquiry of Urban Classrooms and Teaching Practices (15-21 credits)

A minimum of 6 graduate credits are required in the area of concentration: Biology

TAL 841A	Curriculum in the Secondary Classroom: Biology (15 Fieldwork hours)	3.00
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TAL 842A	Teaching Methods in the Secondary Classroom: Biology (15 Fieldwork hours)	3.00
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TAL 880	Classroom Inquiry II (30 Fieldwork hours)	3.00
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TIER IV: Advanced Inquiry and Practice (6 credits)

TAL 883A	Student Teaching: Adolescence (Full-time classroom fieldwork)	3.00
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TAL 971	Capstone Seminar	3.00
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Credit and GPA Requirements

Minimum Total Credits: 39-45 Credits

Minimum GPA: 3.0

Adolescent Urban Education: Biology 2nd Initial Certification

M.S.Ed., Adolescence Urban Education: Biology (7-12) - 2nd Initial Certification

[Program Code 24893]

All of the following courses are required:

TIER I: Diversity, Language and Literacies in Urban Education (6 credits)

TAL 801	Issues in Urban Education	3.00
TAL 803	Perspectives on Disability	3.00

TIER II: Observation and Description of Urban Learners (6 credits)

TAL 817	Teaching Literacy: Grades 5-12 (10 Fieldwork hours)	3.00
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TAL 830	Classroom Inquiry I (30 Fieldwork hours)	3.00
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TIER III: Inquiry of Urban Classrooms and Teaching Practices (15-21 credits)

A minimum of 6 graduate credits are required in the concentration area: Biology

TAL 841A	Curriculum in the Secondary Classroom: Biology (15 Fieldwork hours)	3.00
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TAL 842A	Teaching Methods in the Secondary Classroom: Biology (15 Fieldwork hours)	3.00
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TAL 880	Classroom Inquiry II (30 Fieldwork hours)	3.00
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TIER IV: Advanced Inquiry and Practice (3 credits)

TAL 971	Capstone Seminar	3.00
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Credit and GPA Requirements

Minimum Total Credits: 30-36 Credits

Minimum GPA: 3.0

Adolescent Urban Education: Biology - Non Certification

M.S.Ed., Adolescence Urban Education: Biology (7-12) (Non-Certification)

[Program Code 24880]

Non-credit pre-requirement determined by TAL Assessment or ALST:

TAL 088	Textual Strategies for Educators	0.00
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All of the following courses are required:

TIER I: Diversity, Language and Literacies in Urban Education (6 credits)

TAL 801	Issues in Urban Education	3.00
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TAL 802	Language and Literacy	3.00
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TIER II: Observation and Description of Urban Learners (12 credits)

TAL 803	Perspectives on Disability	3.00
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TAL 812	Lives of Adolescents (14-20 Fieldwork hours)	3.00
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TAL 817	Teaching Literacy: Grades 5-12 (10 Fieldwork hours)	3.00
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TAL 830	Classroom Inquiry I (30 Fieldwork hours)	3.00
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TIER III: Inquiry of Urban Classrooms and Teaching Practices (15-21 credits)

A minimum of 6 graduate credits are required in the concentration area: Biology

TAL 841A	Curriculum in the Secondary Classroom: Biology (15 Fieldwork hours)	3.00
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TAL 842A	Teaching Methods in the Secondary Classroom: Biology (15 Fieldwork hours)	3.00
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TAL 880	Classroom Inquiry II (30 Fieldwork hours)	3.00
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TIER IV: Advanced Inquiry and Practice (4 credits)

TAL 890 Overview of Teaching in Alternative Settings 1.00

TAL 971 Capstone Seminar 3.00

Credit and GPA Requirements

Minimum Total Credits: 37-43 Credits
Minimum GPA: 3.0

Adolescent Urban Education: Chemistry 1st Initial Certification

M.S.Ed., Adolescence Urban Education: Chemistry (7-12) - 1st Initial Certification

[Program Code 24881]

Non-credit pre-requirement determined by TAL Assessment or ALST

TAL 088 Textual Strategies for Educators 0.00

All of the following courses are required:

TIER I: Diversity, Language and Literacies in Urban Education (6 credits)

TAL 801 Issues in Urban Education 3.00

TAL 802 Language and Literacy 3.00

TIER II: Observation and Description of Urban Learners (12 credits)

TAL 803 Perspectives on Disability 3.00

TAL 812 Lives of Adolescents 3.00
(14 Fieldwork hours)

TAL 817 Teaching Literacy: Grades 5-12 **(10 Fieldwork hours)** 3.00

TAL 830 Classroom Inquiry I **(30 Fieldwork hours)** 3.00

TIER III: Inquiry of Urban Classrooms and Teaching Practices (15-21 credits)

A minimum of 6 graduate credits are required in the area of concentration: Chemistry

TAL 841B Curriculum in the Secondary Classroom: Chemistry **(15 Fieldwork hours)** 3.00

TAL 842B Teaching Methods in the Secondary Classroom: Chemistry **(15 Fieldwork hours)** 3.00

TAL 880 Classroom Inquiry II **(30 Fieldwork hours)** 3.00

TIER IV: Advanced Inquiry and Practice (6 credits)

TAL 883A Student Teaching: Adolescence **(Full-time classroom fieldwork)** 3.00

TAL 971 Capstone Seminar 3.00

Credit and GPA Requirements

Minimum Total Credits: 39-45 Credits
Minimum GPA: 3.0

Adolescent Urban Education: Chemistry 2nd Initial Certification

M.S.Ed., Adolescence Urban Education: Chemistry (7-12) - 2nd Initial Certification

[Program Code 24892]

All of the following courses are required:

TIER I: Diversity, Language and Literacies in Urban Education (6 credits)

TAL 801 Issues in Urban Education 3.00

TAL 803 Perspectives on Disabilities 3.00

TIER II: Observation and Description of Urban Learners (6 credits)

TAL 817 Teaching Literacy: Grades 5-12 **(10 Fieldwork hours)** 3.00

TAL 830 Classroom Inquiry I **(30 Fieldwork hours)** 3.00

TIER III: Inquiry of Urban Classrooms and Teaching Practices (15-21 credits)

A minimum of 6 graduate credits are required in the concentration area: Chemistry

TAL 841B Curriculum in the Secondary Classroom: Chemistry **(15 Fieldwork hours)** 3.00

TAL 842B Teaching Methods in the Secondary Classroom: Chemistry **(15 Fieldwork hours)** 3.00

TAL 880 Classroom Inquiry II **(30 Fieldwork hours)** 3.00

TIER IV Advanced Inquiry and Practice (3 credits)

TAL 971 Capstone Seminar 3.00

Credit and GPA Requirements

Minimum Total Credits: 30-36 Credits
Minimum GPA: 3.0

Adolescent Urban Education: Chemistry - Non Certification

M.S.Ed., Adolescence Urban Education: Chemistry (7-12) (Non-Certification)

[Program Code 24882]

Non-credit pre-requirement determined by TAL Assessment or ALST:

TAL 088 Textual Strategies for Educators 3.00

All of the following courses are required:

TIER I: Diversity, Language and Literacies in Urban Education (6 credits)

TAL 801 Issues in Urban Education 3.00

TAL 802 Language and Literacy 3.00

TIER II: Observation and Description of Urban Learners (12 credits)

TAL 803 Perspectives on Disability 3.00

TAL 812 Lives of Adolescents 3.00
(14-20 Fieldwork hours)

TAL 817 Teaching Literacy: Grades 5-12 **(10 Fieldwork hours)** 3.00

TAL 830 Classroom Inquiry I **(30 Fieldwork hours)** 3.00

TIER III: Inquiry of Urban Classrooms and Teaching Practices (15-21 credits)

A minimum of 6 graduate credits are required in the concentration area: Chemistry

TAL 841B Curriculum in the Secondary Classroom: Chemistry **(15 Fieldwork hours)** 3.00

TAL 842B Teaching Methods in the Secondary Classroom: Chemistry **(15 Fieldwork hours)** 3.00

TAL 880 Classroom Inquiry II **(30 Fieldwork hours)** 3.00

TIER IV: Advanced Inquiry and Practice (4 credits)

TAL 890 Overview of Teaching in Alternative Settings 1.00

TAL 971 Capstone Seminar 3.00

Credit and GPA Requirements

Minimum Total Credits: 37-43 Credits
Minimum GPA: 3.0

**Adolescent Urban Education:
English 1st Initial Certification**

**M.S.Ed., Adolescence Urban
Education: English (7-12) - 1st Initial
Certification**

[Program Code 24883]

Non-credit pre-requirement determined by
TAL Assessment or ALST

TAL	088	Textual Strategies for Educators	0.00
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All of the following courses are required:

**TIER I: Diversity, Language and Literacies in
Urban Education (6 credits)**

TAL	801	Issues in Urban Education	3.00
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TAL	802	Language and Literacy	3.00
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f Urban Learners (12 credits)

TAL	803	Perspectives on Disabilities	3.00
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TAL	812	Lives of Adolescents (14 Fieldwork hours)	3.00
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TAL	817	Teaching Literacy: Grades 5-12 (10 Fieldwork hours)	3.00
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TAL	830	Classroom Inquiry I (30 Fieldwork hours)	3.00
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**TIER III: Inquiry of Urban Classrooms and
Teaching Practices (15-21 credits)**

A minimum of 6 graduate credits are required in
the area of concentration: English

TAL	841C	Curriculum in the Secondary Classroom: English (15 Fieldwork hours)	3.00
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TAL	842C	Teaching Methods in the Secondary Classroom: English (15 Fieldwork hours)	3.00
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TAL	880	Classroom Inquiry II (30 Fieldwork hours)	3.00
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**TIER IV: Advanced Inquiry and Practice (6
credits)**

TAL	971	Capstone Seminar	3.00
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TAL	883A	Student Teaching: Adolescence (Full-time classroom fieldwork)	3.00
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Credit and GPA Requirements

Minimum Total Credits: 39-45 Credits

Minimum GPA: 3.0

**Adolescent Urban Education:
English 2nd Initial Certification**

**M.S.Ed., Adolescence Urban
Education: English (7-12) - 2nd
Initial Certification**

[Program Code 24890]

All of the following courses are required:

**TIER I: Diversity, Language and Literacies in
Urban Education (6 credits)**

TAL	801	Issues in Urban Education	3.00
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TAL	803	Perspectives on Disability	3.00
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**TIER II: Observation and Description of
Urban Learners (6 credits)**

TAL	817	Teaching Literacy: Grades 5-12 (10 Fieldwork hours)	3.00
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TAL	830	Classroom Inquiry I (30 Fieldwork hours)	3.00
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**Tier III: Inquiry of Urban Classrooms and
Teaching Practices (15-21 credits)**

A minimum of 6 graduate credits are required
in the concentration area: English

TAL	841C	Curriculum in the Secondary Classroom: English (15 Fieldwork hours)	3.00
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TAL	842C	Teaching Methods in the Secondary Classroom: English (15 Fieldwork hours)	3.00
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TAL	880	Classroom Inquiry II (30 Fieldwork hours)	3.00
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**TIER IV: Advanced Inquiry and Practice (3
credits)**

TAL	971	Capstone Seminar	3.00
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Credit and GPA Requirements

Minimum Total Credits: 30-36 Credits

Minimum GPA: 3.0

**Adolescent Urban Education:
English - Non Certification**

**M.S.Ed., Adolescence Urban
Education: English (7-12) (Non-
Certification)**

[Program Code 24884]

Non-credit pre-requirement determined by

TAL Assessment or ALST:

TAL	088	Textual Strategies for Educators	0.00
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All of the following courses are required:

**TIER I: Diversity, Language and Literacies in
Urban Education (6 credits)**

TAL	801	Issues in Urban Education	3.00
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TAL	802	Language and Literacy	3.00
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**TIER II: Observation and Description of
Urban Learners (12 credits)**

TAL	803	Perspectives on Disability	3.00
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TAL	812	Lives of Adolescents (14 Fieldwork hours)	3.00
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TAL	817	Teaching Literacy: Grades 5-12 (10 Fieldwork hours)	3.00
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TAL	830	Classroom Inquiry I (30 Fieldwork hours)	3.00
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**TIER III: Inquiry of Urban Classrooms and
Teaching Practices (15-21 credits)**

A minimum of 6 graduate credits are required
in the concentration area: English

TAL	841C	Curriculum in the Secondary Classroom: English (15 Fieldwork hours)	3.00
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TAL	842C	Teaching Methods in the Secondary Classroom: English (15 Fieldwork hours)	3.00
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TAL	880	Classroom Inquiry II (30 Fieldwork hours)	3.00
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**TIER IV: Advanced Inquiry and Practice (4
credits)**

TAL	890	Overview of Teaching in Alternative Settings	1.00
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TAL	971	Capstone Seminar	3.00
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Credit and GPA Requirements

Minimum Total Credits: 37-43 Credits

Minimum GPA: 3.0

**Adolescent Urban Education:
Mathematics 1st Initial
Certification**

**M.S.Ed., Adolescence Urban
Education: Mathematics (7-12) - 1st
Initial Certification**

[Program Code 24886]

Non-credit pre-requirement determined by
TAL Assessment or ALST

TAL	088	Textual Strategies for Educators	0.00
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All of the following courses are required:

**TIER I: Diversity, Language and Literacies in
Urban Education (6 credits)**

TAL	801	Issues in Urban Education	3.00
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TAL	802	Language and Literacy	3.00
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**TIER II: Observation and Description of
Urban Learners (12 credits)**

TAL	803	Perspectives on Disability	3.00
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TAL 812	Lives of Adolescents (14 Fieldwork hours)	3.00
TAL 817	Teaching Literacy: Grades 5-12 (10 Fieldwork hours)	3.00
TAL 830	Classroom Inquiry I (30 Fieldwork hours)	3.00

TIER III: Inquiry of Urban Classrooms and Teaching Practices (15-21 credits)

A minimum of 6 graduate credits are required in the area of concentration: Mathematics

TAL 841D	Curriculum in the Secondary Classroom: Mathematics (15 Fieldwork hours)	3.00
TAL 842D	Teaching Methods in the Secondary Classroom: Mathematics (15 Fieldwork hours)	3.00
TAL 880	Classroom Inquiry II (30 Fieldwork hours)	3.00

TIER IV: Advanced Inquiry and Practice (6 credits)

TAL 883A	Student Teaching: Adolescence (Full-time classroom fieldwork)	3.00
TAL 971	Capstone Seminar	3.00

Credit and GPA Requirements

Minimum Total Credits: 39-45 Credits
Minimum GPA: 3.0

**Adolescent Urban Education:
Mathematics 2nd Initial
Certification**

**M.S.Ed., Adolescence Urban
Education: Mathematics (7-12) - 2nd
Initial Certification**

[Program Code 24889]

All of the following courses are required:

TIER I: Diversity, Language and Literacies in Urban Education (6 credits)

TAL 801	Issues in Urban Education	3.00
TAL 803	Perspectives on Disability	3.00

TIER II Observation and Description of Urban Learners (6 credits)

TAL 817	Teaching Literacy: Grades 5-12 (10 Fieldwork hours)	3.00
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TAL 830	Classroom Inquiry I (30 Fieldwork hours)	3.00
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TIER III: Inquiry of Urban Classrooms and Teaching Practices (15-21 credits)

A minimum of 6 graduate credits are required in the concentration area: Mathematics

TAL 841D	Curriculum in the Secondary Classroom: Mathematics (15 Fieldwork hours)	3.00
TAL 842D	Teaching Methods in the Secondary Classroom: Mathematics (15 Fieldwork hours)	3.00
TAL 880	Classroom Inquiry II (30 Fieldwork hours)	3.00

TIER IV: Advanced Inquiry and Practice (3 credits)

TAL 971	Capstone Seminar	3.00
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Credit and GPA Requirements

Minimum Total Credits: 33-39 Credits
Minimum GPA: 3.0

**Adolescent Urban Education:
Mathematics - Non Certification**

**M.S.Ed., Adolescence Urban
Education: Mathematics (7-12) (Non-
Certification)**

[Program Code 24888]

Non-credit pre-requirement determined by

TAL Assessment or ALST:

TAL 088	Textual Strategies for Educators	0.00
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All of the following courses are required:

TIER I: Diversity, Language and Literacies in Urban Education (6 credits)

TAL 801	Issues in Urban Education	3.00
TAL 802	Language and Literacy	3.00

TIER II: Observation and Description of Urban Learners (12 credits)

TAL 803	Perspectives on Disability	3.00
TAL 812	Lives of Adolescents (14 Fieldwork hours)	3.00

TAL 817	Teaching Literacy: Grades 5-12 (10 Fieldwork hours)	3.00
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TAL 830	Classroom Inquiry I (30 Fieldwork hours)	3.00
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TIER III: Inquiry of Urban Classrooms and Teaching Practices (15-21 credits)

A minimum of 6 graduate credits are required in the concentration area: Mathematics

TAL 841D	Curriculum in the Secondary Classroom: Mathematics (15 Fieldwork hours)	3.00
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TAL 842D	Teaching Methods in the Secondary Classroom: Mathematics (15 Fieldwork hours)	3.00
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TAL 880	Classroom Inquiry II (30 Fieldwork hours)	3.00
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TIER IV: Advanced Inquiry and Practice (4 credits)

TAL 890	Overview of Teaching in Alternative Settings	1.00
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TAL 971	Capstone Seminar	3.00
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Credit and GPA Requirements

Minimum Total Credits: 37-43 Credits
Minimum GPA: 3.0

**Adolescent Urban Education:
Social Studies 1st Initial
Certification**

**M.S.Ed., Adolescence Urban
Education: Social Studies (7-12) - 1st
Initial Certification**

[Program Code 24885]

Non-credit pre-requirement determined by
TAL Assessment or ALST

TAL 088	Textual Strategies for Educators	0.00
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All of the following courses are required:

TIER I: Diversity, Language and Literacies in Urban Education (6 credits)

TAL 801	Issues in Urban Education	3.00
TAL 802	Language and Literacy	3.00

TIER II: Observation and Description of Urban Learners (12 credits)

TAL 803	Perspectives on Disability	3.00
TAL 812	Lives of Adolescents (14 Fieldwork hours)	3.00

TAL 817	Teaching Literacy: Grades 5-12 (10 Fieldwork hours)	3.00
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TAL 830	Classroom Inquiry I (30 Fieldwork hours)	3.00
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TIER III: Inquiry of Urban Classrooms and Teaching Practices (15-21 credits)

A minimum of 6 graduate credits are required in the area of concentration: Social Studies

TAL 841E	Curriculum in the Secondary Classroom: Social Studies (15 Fieldwork hours)	3.00
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TAL 842E	Teaching Methods in the Secondary Classroom: Social Studies (15 Fieldwork hours)	3.00
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TAL 880 Classroom Inquiry II 3.00
(30 Fieldwork hours)

TIER IV: Advanced Inquiry and Practice (6 credits)

TAL 883A Student Teaching: 3.00
Adolescence (Full-time
classroom fieldwork)

TAL 971 Capstone Seminar 3.00

Credit and GPA Requirements

Minimum Total Credits: 39-45 Credits

Minimum GPA: 3.0

**Adolescent Urban Education:
Social Studies 2nd Initial
Certification**

**M.S.Ed., Adolescence Urban
Education: Social Studies (7-12) - 2nd
Initial Certification**

[Program Code 24895]

All of the following courses are required:

**TIER I: Diversity, Language and Literacies in
Urban Education (6 credits)**

TAL 801 Issues in Urban Education 3.00

TAL 803 Perspectives on Disability 3.00

**TIER II: Observation and Description of
Urban Learners (6 credits)**

TAL 817 Teaching Literacy: 3.00
Grades 5-12 (10
Fieldwork hours)

TAL 830 Classroom Inquiry I (30 3.00
Fieldwork hours)

**TIER III: Inquiry of Urban Classrooms and
Teaching Practices (15-21 credits)**

**A minimum of 6 graduate credits are required
in the concentration area: Social Studies**

TAL 841E Curriculum in the 3.00
Secondary Classroom:
Social Studies (15
Fieldwork hours)

TAL 842E Teaching Methods in the 3.00
Secondary Classroom:
Social Studies (15
Fieldwork hours)

TAL 880 Classroom Inquiry II 3.00
(30 Fieldwork hours)

**TIER IV: Advanced inquiry and Practice (3
credits)**

TAL 971 Capstone Seminar 3.00

Credit and GPA Requirements

Minimum Total Credits: 33-39 Credits

Minimum GPA: 3.0

**Adolescent Urban Education:
Social Studies - Non Certification**

**M.S.Ed., Adolescence Urban
Education: Social Studies (7-12)
(Non-Certification)**

[Program Code 24887]

**Non-credit pre-requirement determined by
TAL Assessment or ALST**

TAL 088 Textual Strategies for 0.00
Educators

All of the following courses are required:

**TIER I: Diversity, Language and Literacies in
Urban Education (6 credits)**

TAL 801 Issues in Urban Education 3.00

TAL 802 Language and Literacy 3.00

**TIER II: Observation and Description of
Urban Learners (12 credits)**

TAL 803 Perspectives on Disability 3.00

TAL 812 Lives of Adolescents 3.00
(14-20 Fieldwork hours)

TAL 817 Teaching Literacy: 3.00
Grades 5-12 (10
Fieldwork hours)

TAL 830 Classroom Inquiry I (30 3.00
Fieldwork hours)

**TIER III: Inquiry of Urban Classrooms and
Teaching Practices (15-21 credits)**

**A minimum of 6 graduate credits are required
in the concentration area: Social Studies**

TAL 841E Curriculum in the 3.00
Secondary Classroom:
Social Studies (15
Fieldwork hours)

TAL 842E Teaching Methods in the 3.00
Secondary Classroom:
Social Studies (15
Fieldwork hours)

TAL 880 Classroom Inquiry II 3.00
(30 Fieldwork hours)

**TIER IV: Advanced Inquiry and Practice (4
credits)**

TAL 890 Overview of Teaching in 1.00
Alternative Settings

TAL 971 Capstone Seminar 3.00

Credit and GPA Requirements

Minimum Total Credits: 37-43 Credits

Minimum GPA: 3.0

**Fast-Track M.S.Ed. in
Adolescence Urban Education
(Grades 7-12)**

Designed for career-changers and others who have a background in one of the academic content areas (Biology, Chemistry, English, Math or Social Studies). This is a Fast-Track program leading to certification in Adolescence Education, grades 7-12. After one intensive fall and spring (24 credits), you will be qualified for NYS Internship Certification, which will permit you to seek a teaching position at the secondary level. After obtaining the Internship Certificate, students have up to two years to complete the M.S.Ed. degree (15 credits) and first initial certification. Student must have at least 24 credits in their content area to qualify for this program.

SPECIAL EDUCATION

M.S.Ed. in Teaching Urban Children with Disabilities (Grades 1-6)

The 43-credit M.S.Ed. in Teaching Urban Children with Disabilities (Grades 1-6) is for students without prior certification and leads to the degree of Master of Science and eligibility for initial NYS Certification in Teaching Urban Children with Disabilities, grades 1-6. It prepares students to teach in inclusive or self-contained special education classrooms and resource rooms at the elementary school level. There is also a 35 credit M.S.Ed. in Teaching Urban Children with Disabilities (Grades 1-6) for students who already have certification in another area.

Optional extensions are available for students who wish to teach in middle schools (6 credits) or bilingual classrooms (9 credits). Students graduating from this program are eligible for teaching certification once they have passed all required portions of the New York State Teacher Certification Exam (NYSTCE). Students may also apply for Internship Certification after completing the first 21 credits. Internship Certification permits students to begin teaching while they complete their degrees.

Students with prior initial certification in another area will, upon completing this program, also be eligible for professional certification in their original certification area.

A non-certification track is available for students who are not interested in or who do not qualify for certification.

Teaching Urban Children with Disabilities - 1st Initial

M.S.Ed., Teaching Urban Children with Disabilities (1-6) - 1st Initial Certification

[Program Code 24909]

Non-credit pre-requirement determined by TAL Assessment or ALST

TAL	088	Textual Strategies for Educators	0.00
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Must Complete All Courses:

TIER I: Diversity, Language and Literacies in Urban Education (6 credits)

TAL	801	Issues in Urban Education	3.00
TAL	803	Perspectives on Disability	3.00

TIER II Observation and Description of Urban Learners (18 credits)

TAL	802	Language and Literacy	3.00
TAL	811	Lives of Children (14 Fieldwork hours)	3.00

TAL	816	Teaching Literacy K-6 (15 Fieldwork hours)	3.00
TAL	822	Assessment and Special Education	3.00
TAL	830	Classroom Inquiry I (30 Fieldwork hours)	3.00
TAL	851	Curriculum Theory and Practice in Special Education: Childhood (10 Fieldwork hours)	3.00

TIER III: Inquiry of Urban Classrooms and Teaching Practices (13 credits)

TAL	852	Strategies for Teaching Learners with Diverse Needs: Childhood (10 Fieldwork hours)	4.00
TAL	853	Collaboration and Consultation: Family School, and Community (10 Fieldwork hours)	3.00
TAL	854	Classroom as Community (10 Fieldwork hours)	3.00
TAL	880	Classroom Inquiry II (30 Fieldwork hours)	3.00

Tier IV: Advanced Inquiry and Practice (6 credits)

TAL	884A	Student Teaching: Childhood Special Education (full-time classroom fieldwork)	3.00
TAL	971	Capstone Seminar	3.00

Credit and GPA Requirements

Minimum Total Credits: 43 Credits
Minimum GPA: 3.0

Teaching Urban Children with Disabilities - 2nd Initial

M.S.Ed., Teaching Urban Children with Disabilities (1-6) - 2nd Initial Certification

[Program Code 24911]

TIER I: Diversity, Language and Literacies in Urban Education (6 credits)

TAL	801	Issues in Urban Education	3.00
TAL	803	Perspectives on Disability	3.00

TIER II: Observation and Description of Urban Learners (9 credits)

TAL	822	Assessment and Special Education	3.00
TAL	830	Classroom Inquiry I (30 Fieldwork hours)	3.00

TAL	851	Curriculum Theory and Practice in Special Education: Childhood (10 Fieldwork hours)	3.00
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TIER III: Inquiry of Urban Classrooms and Teaching Practices (16 credits)

TAL	852	Strategies for Teaching Learners with Diverse Needs: Childhood (10 Fieldwork hours)	4.00
TAL	853	Collaboration and Consultation: Family School, and Community (10 Fieldwork hours)	3.00
TAL	854	Classroom as Community (10 Fieldwork hours)	3.00
TAL	871	Introduction to Reading Difficulties	3.00
TAL	880	Classroom Inquiry II (30 Fieldwork hours)	3.00

TIER IV: Advanced Inquiry and Practice (4-6 credits)

TAL	884A	Student Teaching: Childhood Special Education (full-time classroom fieldwork) special permission required OR	3.00
TAL	884B	Student Teaching for the Practicing Teacher: Childhood Special Education (full-time classroom fieldwork) special permission required	1.00
TAL	971	Capstone Seminar	3.00

Credit and GPA Requirements

Minimum Total Credits: 35 Credits
Minimum GPA: 3.0

Teaching Urban Children with Disabilities - Non Certification

M.S.Ed., Teaching Urban Children with Disabilities (1-6) (Non-Certification)

[Program Code 24910]

Non-credit pre-requirement determined by TAL Assessment or ALST

TAL	088	Textual Strategies for Educators	0.00
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Must Complete All Courses Below:

TIER I: Diversity, Language and Literacies in Urban Education (6 credits)

TAL	801	Issues in Urban Education	3.00
TAL	803	Perspectives on Disability	3.00

TIER II: Observation and Description of Urban Learners (18 credits)

TAL	802	Language and Literacy	3.00
TAL	811	Lives of Children (14 Fieldwork hours)	3.00
TAL	816	Teaching Literacy K-6 (10 Fieldwork hours)	3.00
TAL	822	Assessment and Special Education	3.00
TAL	830	Classroom Inquiry I (30 Fieldwork hours)	3.00
TAL	851	Curriculum Theory and Practice in Special Education: Childhood (10 Fieldwork hours)	3.00

TIER III: Inquiry of Urban Classrooms and Teaching Practices (13 credits)

TAL	852	Strategies for Teaching Learners with Diverse Needs: Childhood (10 Fieldwork hours)	4.00
TAL	853	Collaboration and Consultation: Family School, and Community (10 Fieldwork hours)	3.00
TAL	854	Classroom as Community (10 Fieldwork hours)	3.00
TAL	880	Classroom Inquiry II (30 Fieldwork hours)	3.00

TIER IV: Advanced Inquiry and Practice (4 credits)

TAL	890	Overview of Teaching in Alternative Settings	1.00
TAL	971	Capstone Seminar	3.00

Credit and GPA Requirements

Minimum Total Credits: 41 Credits
Minimum GPA: 3.0

M.S.Ed. in Teaching Urban Adolescents with Disabilities Generalist (Grades 7-12)

The 43-credit M.S.Ed. in Teaching Urban Adolescents with Disabilities, Generalist (Grades 7-12) is for students without prior certification and leads to the degree of Master of Science in Education and eligibility for initial NYS Certification in Teaching Urban Adolescents with Disabilities, Generalist, grades 7-12. It prepares students to teach in inclusive or self-contained special education classrooms and resource rooms at the secondary school level. There is also a 35-credit M.S.Ed. in Teaching Urban Adolescents with Disabilities, Generalist (Grades 7-12) for students who already have certification in another area.

Candidates for these degrees must have:

- A major, concentration, or the equivalent, in one of more of the liberal arts and sciences;
- Completed a minimum of six semester hours in each of the following subject areas (total 24 semester hours): mathematics, English language arts, social studies, and science.

Optional extensions are also available for students wishing to teach in middle schools (6 credits) or in bilingual classrooms (9 credits). Students graduating from this program are eligible for teaching certification once they have passed all required portions of the New York State Teacher Certification Exam (NYSTCE). Students may also apply for Internship Certification after completing the first 18-21 credits. Internship Certification permits students to begin teaching while they complete their degrees.

Students with prior initial certification in another area will, upon completing this program, also be eligible for professional certification in their original certification area.

A non-certification track is available for students who are not interested in or who do not qualify for certification.

Teaching Urban Adolescents with Disabilities - 1st Initial

M.S.Ed., Teaching Urban Adolescents with Disabilities (7-12) - 1st Initial Certification

[Program Code 24894]

All of the following courses must be completed in Tier I:

TAL	801	Issues in Urban Education	3.00
TAL	803	Perspectives on Disability	3.00

All of the following courses must be completed in Tier II:

TAL	802	Language and Literacy	3.00
TAL	812	Lives of Adolescents	3.00
TAL	822	Assessment and Special Education	3.00
TAL	830	Classroom Inquiry I	3.00
TAL	856	Curriculum Theory and Practice in Special Education: Middle Childhood / Adolescence	3.00

All of the following courses must be completed in Tier III:

TAL	853	Collaboration and Consultation: Family School, and Community	3.00
TAL	854	Classroom as Community	3.00
TAL	857	Strategies for Teaching Learners with Diverse Needs: Middle Childhood / Adolescence	4.00

TAL	880	Classroom Inquiry II	3.00
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Only one of the following courses must be completed in Part 2 of Tier III:

TAL	871	Introduction to Reading Difficulties	3.00
TAL	875	Adolescent and Young Adult Basic Literacy	3.00

The following courses must be completed in Tier IV:

TAL	971	Capstone Seminar	3.00
TAL	885A	Student Teaching: Adolescence Special Education	3.00

Credit and GPA Requirements

Minimum Total Credits: 43 Credits
Minimum GPA: 3.0

Teaching Urban Adolescents with Disabilities - 2nd Initial

M.S.Ed., Teaching Urban Adolescents with Disabilities (7-12) - 2nd Initial Certification

[Program Code 24897]

TIER I: Diversity, Language and Literacies in Urban Education (6 credits)

TAL	801	Issues in Urban Education	3.00
TAL	803	Perspectives on Disability	3.00

TIER II: Observation and Description of Urban Learners (9 credits)

TAL	822	Assessment and Special Education	3.00
TAL	830	Classroom Inquiry I (30 Fieldwork hours)	3.00
TAL	856	Curriculum Theory and Practice in Special Education: Middle Childhood/Adolescence (10 Fieldwork hours)	3.00

TIER III: Inquiry of Urban Classrooms and Teaching Practices (16 credits)

TAL	857	Strategies for Teaching Learners with Diverse Needs: Adolescence (10 Fieldwork hours)	4.00
TAL	853	Collaboration and Consultation: Family, School and Community (10 Fieldwork hours)	3.00
TAL	854	Classroom as Community (10 Fieldwork hours)	3.00
TAL	875	Adolescent and Young Adult Basic Literacy	3.00

OR

TAL 871 Introduction to Reading Difficulties 3.00

TAL 880 Classroom Inquiry II (30 Fieldwork hours) 3.00

TIER IV: Advanced Inquiry and Practice (4-6 credits)

TAL 885A Student Teaching: Adolescence Special Education (Full-Time Classroom Fieldwork) 3.00

OR

TAL 885B Student Teaching for the Practicing Teacher: Adolescence Special Education (Full-Time Classroom Fieldwork) 1.00

TAL 971 Capstone Seminar 3.00

Credit and GPA Requirements

Minimum Total Credits: 35 Credits

Minimum GPA: 3.0

Teaching Urban Adolescents with Disabilities - Non Certification

M.S.Ed., Teaching Urban Adolescents with Disabilities (7-12) (Non-Certification)

[Program Code 24896]

All of the following courses must be completed in Tier I:

TAL 801 Issues in Urban Education 3.00

TAL 803 Perspectives on Disability 3.00

All of the following courses must be completed in Tier II:

TAL 802 Language and Literacy 3.00

TAL 812 Lives of Adolescents 3.00

TAL 822 Assessment and Special Education 3.00

TAL 830 Classroom Inquiry I 3.00

TAL 856 Curriculum Theory and Practice in Special Education: Middle Childhood/Adolescence 3.00

All of the following courses must be completed in Tier III:

TAL 853 Collaboration and Consultation: Family School, and Community 3.00

TAL 854 Classroom as Community 3.00

TAL 857 Strategies for Teaching Learners with Diverse Needs: Middle Childhood / Adolescence 4.00

TAL 880 Classroom Inquiry II 3.00

Only one of the following courses must be completed in Part 2 of Tier III:

TAL 871 Introduction to Reading Difficulties 3.00

TAL 875 Adolescent and Young Adult Basic Literacy 3.00

All of the following courses must be completed in Tier IV:

TAL 890 Overview of Teaching in Alternative Settings 1.00

TAL 971 Capstone Seminar 3.00

Credit and GPA Requirements

Minimum Total Credits: 41 Credits

Minimum GPA: 3.0

TESOL

M.S.Ed. in Teaching English to Speakers of Other Languages (TESOL, K-12)

The 42-credit M.S.Ed. in Teaching English to Speakers of Other Languages (TESOL, K-12) is for students without prior certification and leads to the degree of Master of Science in Education and eligibility for initial NYS Certification in TESOL, preparing students to teach English to speakers of other languages in K through 12 classrooms. There is also a 40-credit M.S.Ed. in Teaching English to Speakers of Other Languages (TESOL, K-12) for students who already have certification in another area.

Students graduating from this program are eligible for teaching certification once they have passed all required portions of the New York State Teacher Certification Exam (NYSTCE). Students may also apply for Internship Certification after completing the first 21 credits. Internship Certification permits students to begin teaching while they complete their degrees.

In order to meet the New York State Education Department's licensing requirements, students must have taken as part of their general education course work 12 semester hours or the equivalent of study of a language other than English. If this requirement is not met on admission to the program, it can be met concurrent to the student's completing program requirements. Students with prior initial certification in another area will, upon completing this program, also be eligible for professional certification in their original certification area.

A 40-credit non-certification track is available for students who are not interested in or who do not qualify for certification.

Teaching English to Speakers of Other Languages M.S.Ed. - 1st Initial

M.S.Ed., TESOL (*Teaching English to Speakers of Other Languages*) (K-12) - 1st Initial Certification

[Program Code 24874]

All of the following courses must be completed:

TAL	801	Issues in Urban Education	3.00
TAL	802	Language and Literacy	3.00
TAL	803	Perspectives on Disability	3.00
TAL	805	Linguistics and the Structure of English for Teachers	3.00

TAL	825	First and Second Language Acquisition and Classroom Practice	3.00
TAL	826	Curriculum and TESOL Pedagogy	3.00
TAL	827	ESOL and Content Area Instruction: Childhood K-6	3.00
TAL	828	ESOL and Content Area Instruction: Adolescence 6-12	3.00
TAL	830	Classroom Inquiry I	3.00
TAL	867	Sociolinguistics and Teaching	3.00
TAL	868	Second Language Literacy and Bilingualism	3.00
TAL	880	Classroom Inquiry II	3.00
TAL	886A	Student Teaching: TESOL	3.00
TAL	975	Final Inquiry Seminar: TESOL	3.00

Credit and GPA Requirements

Minimum Total Credits: 42 Credits

Minimum GPA: 3.0

Teaching English to Speakers of Other Languages M.S.Ed. - 2nd Initial

M.S.Ed., TESOL (*Teaching English to Speakers of Other Languages*) (K-12) - 2nd Initial Certification

[Program Code 24876]

All of the following courses must be completed:

TAL	801	Issues in Urban Education	3.00
TAL	802	Language and Literacy	3.00
TAL	803	Perspectives on Disability	3.00
TAL	805	Linguistics and the Structure of English for Teachers	3.00
TAL	825	First and Second Language Acquisition and Classroom Practice	3.00
TAL	826	Curriculum and TESOL Pedagogy	3.00
TAL	827	ESOL and Content Area Instruction: Childhood K-6	3.00
TAL	828	ESOL and Content Area Instruction: Adolescence 6-12	3.00
TAL	830	Classroom Inquiry I	3.00

TAL	867	Sociolinguistics and Teaching	3.00
TAL	868	Second Language Literacy and Bilingualism	3.00
TAL	880	Classroom Inquiry II	3.00
TAL	886B	Student Teaching for the Practicing Teacher: TESOL	1.00
TAL	975	Final Inquiry Seminar: TESOL	3.00

Credit and GPA Requirements

Minimum Total Credits: 40 Credits

Minimum GPA: 3.0

Teaching English to Speakers of Other Languages M.S.Ed. - Non Certification

M.S.Ed., TESOL (*Teaching English to Speakers of Other Languages*) (K-12) (Non-Certification)

[Program Code 24875]

All of the following courses must be completed:

TAL	801	Issues in Urban Education	3.00
TAL	802	Language and Literacy	3.00
TAL	803	Perspectives on Disability	3.00
TAL	805	Linguistics and the Structure of English for Teachers	3.00
TAL	825	First and Second Language Acquisition and Classroom Practice	3.00
TAL	826	Curriculum and TESOL Pedagogy	3.00
TAL	827	ESOL and Content Area Instruction: Childhood K-6	3.00
TAL	828	ESOL and Content Area Instruction: Adolescence 6-12	3.00
TAL	830	Classroom Inquiry I	3.00
TAL	867	Sociolinguistics and Teaching	3.00
TAL	868	Second Language Literacy and Bilingualism	3.00
TAL	880	Classroom Inquiry II	3.00
TAL	890	Overview of Teaching in Alternative Settings	1.00
TAL	975	Final Inquiry Seminar: TESOL	3.00

Credit and GPA Requirements

Minimum Total Credits: 40 Credits

Minimum GPA: 3.0

I-START Program

The I-START-LIU program, the first urban teacher residency in New York City, is a collaboration among Internationals Network for Public Schools, LIU, the NYC Teaching Fellows and the Department of Education's Empowerment Schools. The I-START program is designed to provide pre- and post-program placement, induction and support activities to prepare highly qualified teachers of English Language Learners (ELL) through a cohesive program that meets New York State Learning Standards for English as a Second Language and integrates empirically-based practice and scientifically valid research. Rather than considering research-based knowledge and practitioner knowledge as separate domains, this urban teacher residency model requires a unified, project-based approach to both areas. Coursework builds on and extends the highly successful project-based model utilized in the Internationals High Schools and embeds this model in a theoretical framework.

The program combines university coursework with a residency at one of the International High Schools. In the first year, residents work alongside an experienced mentor teacher at an International High School. The university courses serve as the context in which residents have opportunities to reflect on the work of the schools in view of theory, practice and research. During the second year of the program, residents are teachers of record either at an International or other public school serving high populations of ELLs, while continuing their coursework and mentorship.

I-START's two overarching program goals are to:

- Develop highly qualified and competent ESL teachers equipped to improve student academic achievement.
- Create a New York City Department of Education sponsored program that partners Internationals Network, high needs Empowerment schools with large populations of English language learner students and LIU.

The leveraging of expertise developed and implemented through I-START extends the successful education model used in the International High Schools and the LIU TESOL teaching preparation program positively impacting the quality of new teachers who are able to expertly address the needs of NYC English Language Learners.

The Need and Opportunity

There is a profound shortage of highly qualified and effective teachers of English Language Learners (ELLs) in New York City, and currently, only 23.5% of ELLs in NYC graduate in four years. More ELLs graduate after five and six years, but the results are still very low. The ELL population is one of the fastest growing K-12 populations in the United States – currently there are 900,000 high school age ELLs and an

estimated 360,000 are recently arrived immigrants. Their window of opportunity to successfully complete high school is quite narrow, given that they are faced with learning a new language in which they must comprehend rigorous academic materials and acculturate into a new society, all within four years.

How to Apply

Go to the School of Education website for information on the special application process for the I-START program:

<http://liu.edu/Brooklyn/Academics/Schools/SOE/SpecProg/I-START/How-to-Apply.aspx>.

BILINGUAL EDUCATION

Advanced Certificate in Bilingual Education

Offered Fully Online

The 15-credit Advanced Certificate in Bilingual Education is for individuals with prior teaching certification and proficiency in a language besides English. The Advanced Certificate, also known as the Bilingual Education Extension, certifies students to teach in their original certification area in bilingual classrooms. Students completing the program are eligible for the extension once they have passed the New York State Teacher Certification Exam, the Bilingual Education Assessment (BEA) in the target language of instruction. Please note, the Advanced Certificate in Bilingual Education is offered online as a Bilingual Extension through our Cross Campus Online Extension program and meets weekly via videoconferencing.

The following options are also available to students with prior certification:

- M.S.Ed. leading to 2nd initial certification along with optional Bilingual Extension in one of the following areas:
 - Childhood Urban Education
 - Early Childhood Urban Education
 - Early Childhood/Childhood Urban Education
 - Adolescence Urban Education
 - Teaching Urban Children with Disabilities
 - Teaching Urban Adolescents with Disabilities
- Individuals without prior teaching certification who are interested in bilingual education may pursue the M.S.Ed. leading to 1st initial certification along with the optional Bilingual Extension in one of the following areas:
 - Childhood Urban Education
 - Early Childhood Urban Education
 - Early Childhood/Childhood Urban Education
 - Adolescence Urban Education
 - Teaching Urban Children with Disabilities
 - Teaching Urban Adolescents with Disabilities

Advanced Certificate, Bilingual Education

[Program Code 24878]

Must complete all courses below.

TAL	804	Fundamentals of Linguistics	3.00
TAL	823	Bilingualism and Bilingual/Multicultural Education	3.00
TAL	862	ESL Curriculum and Methodology: Teaching Literacy K-12	3.00
TAL	863	ESL Curriculum and Methodology: Teaching Content Areas K-12	3.00

TAL	866	Native Language Teaching in the Bilingual Classroom	3.00
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Credit and GPA Requirements

Minimum Total Credits: 15 Credits

Minimum GPA: 3.0

Cross-Campus Online Bilingual Education Extension Programs

Information for Bilingual Education Teachers

The online bilingual extension programs are a collaborative effort between LIU Brooklyn and LIU Hudson designed, implemented, and administered by full time faculty at both campuses. All programs are approved by the New York State Education Department. LIU Brooklyn administers the bilingual general education extension, and LIU Hudson administers the bilingual special education extension.

To determine whether or not the online programs are appropriate for you, ask yourself if you can answer YES to the following:

- You are a self-motivated learner who can keep up with readings and assignments.
- You have sufficient computer skills (e.g., advanced word-processing, PowerPoint, discussion forums, videoconferencing, etc.)
- You have updated computer equipment (no more than three years old) at home and high-speed internet access.
- You will be required to purchase additional equipment including: a headset and webcam, if you do not have one built-in.

Tuition Support, Costs, and Reimbursement

LIU and the NYSED Intensive Teacher Institute (ITI) program offer significant tuition support to eligible bilingual special education applicants.

Note:

- ITI funding covers ONE 3-credit course per semester. You must take courses in consecutive semesters, including summers. You will be given a course sequence, which must be followed.
- NYCDOE scholarship recipients, such as NYC Teaching Fellows or Teachers of Tomorrow, are not eligible to receive New York State ITI funding.
- If you are not eligible for ITI funding and you still want to take the program, you are most welcome to do so at full cost. Financial aid is available for students taking a minimum of 6 credits per semester. See liu.edu/Brooklyn/Financial-Services.aspx
- Please note tuition reimbursement is paid by LIU and ITI upon completion of the course, so a grade must be posted first in order for the reimbursement to be credited to your account.

Intensive Teacher Institute (ITI) Scholarship and Eligibility Criteria

Determination of ITI eligibility rests with the

ITI office, but these guidelines will assist you in deciding whether or not to apply for this funding.

- You are a certified special education teacher (initial or preferably professional/permanent) working out-of-license with bilingual students in your class. You must currently teach in the native language and English, but you do not have the approved certification to do so. If you teach at the secondary level, you may be a bilingual content area teacher (e.g., social studies, math or science), but not a Spanish teacher.
- You are bilingual in a language other than English. You must be proficient enough to pass the NYSTCE Bilingual Education Assessment (BEA), the required exam for the NYS Bilingual Education Extension. The BEA includes speaking, reading, writing and listening components in the non-English language and other content from the bilingual extension courses.
- Your administrator (principal and/or superintendent) must recommend you for the ITI scholarship by signing the ITI application and verifying your teaching placement in a bilingual program and stating the need for your credential by providing numbers of students and staff currently at your school.
- After obtaining the extension, you must commit to work for two years in a bilingual education setting; otherwise you may be asked to repay the tuition scholarship.

For information about the ITI tuition scholarship and to download the application, go to www.emsc.nysed.gov/biling/bilinged/iti.html or call 631-244-4016.

Admissions

You must be fully admitted to LIU to participate in the online program. For admissions information, visit liu.edu/Brooklyn/Admissions/Graduate.aspx

For Consideration and Information

To be considered by LIU for this special program, please click this link to fill out the questionnaire at: <http://studentvoice.com/liu/onlineprogrameligibility>. Upon receipt of your questionnaire, you will be contacted promptly about next steps.

EDUCATIONAL LEADERSHIP PROGRAM

JOB OPPORTUNITIES AND CAREER TRENDS

President Obama's Blue Print for reform, U.S. Office of Education, March 15, 2010, states that: "the effort to improve schools will require the skills and talents of many but especially our nation's principals, and other school leaders. Our goal must be to have a great teacher in every classroom and a great principal in every school."

There are many job opportunities for assistant principals and principals in New York City. Since 2006, 500 new public schools have opened. There are public, portfolio, charter, parochial and independent schools that seek competent leaders in the New York area. The Department of Education seeks qualified educators to become assistant principals and principals who are proficient in the Department of Education's five school leadership competencies. Our successful graduates are prepared to complete state exams and to enter the NYC pool for assistant principals and principals.

Advanced Certificate in Educational Leadership

Blended Learning - Onsite & Online

The 36-credit Advanced Certificate in Educational Leadership is a post-graduate program that leads to NYS Certification as a School District Leader and a School Building Leader.

The program responds to the need for high quality educational leaders committed to creating excellent schools. Participants in the program develop the core competencies in leadership which include: (1) a deep understanding of curriculum, instruction and assessment to improve student learning; (2) use of data to set goals and improve achievement; (3) developing staff, sharing leadership and building strong school communities; (4) personal leadership that fosters a culture of excellence and (5) managing resources and operations to improve student learning. The curriculum includes research, theory, fieldwork, and learning opportunities offered by faculty and distinguished practitioners who prepare candidates to become efficient, effective and caring educational leaders determined to promote equity and excellence for diverse populations.

Our Educational Leadership program stands out for its small classes, experienced faculty, individualized attention and clearly identified competencies that practitioners have verified as critical to being successful in bringing about effective and productive schools.

BLENDED LEARNING AND SATURDAY FORMAT

LIU Brooklyn's new BLENDED LEARNING AND SATURDAY FORMAT Advanced Certificate in Educational Leadership fuses online

learning with traditional classroom studies, significantly reducing the amount of time you'll spend on campus and maximizing interaction with faculty members and fellow students. The blended learning format is perfect for busy working professionals who want to earn an advanced degree but don't have the time to attend on-site classes on a weekly basis, particularly at the end of a long workday. The online component of these blended courses enables you to attend class on your own schedule, virtually anywhere there is an Internet connection, while reaping the rewards of face-to-face contact with professors on scheduled Saturdays. All of the courses in the Advanced Certificate in Educational Leadership are taught in this blended format. This is an opportunity to expand your career as an educational leader, while also continuing to fulfill your personal and professional responsibilities.

ADMISSIONS REQUIREMENTS

To be admitted to this program you must:

- Have a master's degree from an accredited university with a minimum grade point average of 3.0.
- Submit two letters of reference, one from a field-based supervisor and one from a university professor, indicating leadership qualities.
- Submit a written statement of professional goals, assessed for leadership qualities and communication skills.
- Possess certification as a teacher or pupil personnel service provider or in an appropriate specialty.
- Submit evidence of completion of training in child abuse identification and reporting, violence prevention, substance abuse and abduction prevention.
- Have completed three years of full-time teaching or pupil personnel experience in schools (N-12) or the equivalent.
- A completed graduate admissions application (see below).

SUBMITTING AN APPLICATION FOR ADMISSION

All applicants must apply for admission to LIU Brooklyn. Please apply online at My LIU or use the Apply Now link in the top navigation bar of the Campus' website. For more information on the admissions process, visit the Office of Admissions website.

CERTIFICATION REQUIREMENTS

Initial: School Building Education Leader

A total of 30 credits including twenty-seven credits of course work, and a three-credit, 400 hour building-level internship, along with successful completion of the New York State school building education leadership certification examination.

Professional: District/Regional Education Leader

A total of 36 credits including thirty-three credits of course work, and a three-credit, 400 hour district/regional level internship, along with successful completion of the written and

performance components of the New York State assessment in school district leadership.

PROGRAM REQUIREMENTS

Continued enrollment in this program is contingent upon:

- Progression to the Professional Stage (12 credits)
- Interview with area coordinator who will assess quality of coursework, portfolio entries, overall performance, and critical characteristics for leadership
- GPA of 3.0 must be maintained to continue in the program.
- A passing score on the New York State School District Leadership (SDL) examination is required for graduation from this program.

Advanced Certificate, Educational Leadership

[Program Code 32774]

The following courses are required:

TLL	930	Administrative Core I: An Overview	6.00
TLL	931A	Administrative Core II: Community Relations	3.00
TLL	931B	Research Methods In Administration	3.00
TLL	932	Assessment in Administration	3.00
TLL	933	School Business Administration	3.00
TLL	935	Education and the Law	3.00
TLL	936	Curriculum Development	3.00
TLL	937	The Supervisor in the School Setting	3.00
TLL	941	School District Administrator	3.00
TLL	951A	Internship in Administration and Supervision I: Building Level	3.00
TLL	951B	Internship in Administration and Supervision II: District/Regional Level	3.00

Credit and GPA Requirements

Minimum Total Credits: 36 credits

Minimum GPA: 3.0

Teaching and Learning Courses

TAL 088 Textual Strategies for Educators

A course that focuses on improving school professionals' abilities to write academic essays and developing reading strategies to be applied to the comprehension of complex texts in the field of education. Students will be involved in writing, editing and rewriting, as well as doing close reading of texts. Pass/Fail only. This course has an additional fee.

Credits: 0

Every Fall and Spring

TAL 607 Independent Study

Content is developed by faculty and student.

Credits: 1 to 3

On Demand

TAL 801 Issues in Urban Education

Using the School of Education KEEPS mission as a context, this course examines the intersection of individuals, families, schools, communities, and society as they exist and interact in urban settings. Through readings and class discussion, students will examine schooling from historical, philosophical, sociological, economic, and political perspectives. Factors such as language, ability, socioeconomic class, ethnicity, race, gender and sexuality will be introduced through a critical perspective in order to understand how they influence and shape urban education. Students will have the opportunity to engage in field-based research related to issues studied.

Credits: 3

Every Fall and Spring

TAL 802 Language and Literacy

A course focusing on the relationship between oral language and literacy, highlighting the psycholinguistic and social foundations of reading. Principles of first and second language acquisition, dialectal differences, and the development of literacy in English Language Learners and bilingual children will be addressed. Students will be introduced to different philosophical approaches to teaching reading and will explore the connection between reading and writing. They will examine the cognitive and sociolinguistic processes involved in making meaning from text, including the importance of background knowledge, as well as processes underlying word recognition. The role of multicultural literature for children will be highlighted. Students will be introduced to a variety of literacy resources, including children's libraries and relevant Web sites.

The pre-requisite or co-requisite of TAL 801 is required.

Credits: 3

Every Fall and Spring

TAL 803 Perspectives on Disability

Provides an overview of the social, political, historical, cultural and educational contexts of

disability. Students will explore the history of Special Education legislation and litigation that have influenced the field, attitudes toward people with disabilities, images in the media, and different perspectives on the meaning of disability. Major issues in the fields of Special Education and Disability Studies as well as topics central to the lives of people with disabilities such as transition, employment, and self-determination will be emphasized.

The pre-requisite or co-requisite of TAL 801 is required or membership in NYC Teaching Fellows Student Group 1 or Group 2, or in the I-START Student Group.

Credits: 3

Every Fall and Spring

TAL 804 Fundamentals of Linguistics

An introduction to the basic concepts of linguistics needed to understand second language acquisition, language variation in urban settings, and ESL pedagogy for diverse learners. Students will become familiar with the main components of language structure (phonological, morphological, syntactic, and lexical) and will learn their significance from a psycholinguistic perspective. They will analyze data from languages spoken in New York City.

Credits: 3

Annually

TAL 805 Linguistics and the Structure of English for Teachers

This course addresses the structural components of language. Students develop and apply the knowledge of phonology, morphology, and syntax to understand the structure of the English Language and their students' development of oral and written fluency in English. Teaching candidates learn to design and implement contextualized activities and instructional techniques to assist their students in developing phonemic awareness, using their knowledge of morphology, building vocabulary and using the syntactic structures of English in oral and written communication. The course prepares students to analyze and describe the language spoken by learners at different stages of language acquisition and to instruct their students to contrast their native language and English. Attention to the teaching of formal and informal English and the use of English for a variety of purposes, including the use of academic language is also provided.

The pre-requisite or co-requisite of TAL 801 is required or membership in the NYC Teaching Fellow Student Group or in the I-START Student Group.

Credits: 3

Annually

TAL 810 Early Development

An examination of the experience of young children from infancy through early childhood using developmental, non-developmental, historical, and cultural approaches. Students will

consider different theories of early development and their implications for understanding children. Attention will be given to physical, cognitive, socio-emotional, and moral domains of development, and their relation to learning and socialization. Students will also examine the role of culture, gender, disability, race, class, language, and ability in the process of learning and development. The lives of children with typical and atypical development will be explored through observations and readings. Fifteen hours of structured fieldwork required.

The pre-requisite or co-requisite of TAL 801 is required.

Credits: 3

Annually

TAL 811 Lives of Children

A course focusing on the experience of childhood from infancy to preadolescence using developmental, non-developmental, historical, and cultural approaches. Students will consider different theories of development as well as physical, cognitive, socio-emotional and moral domains of development, with implications for learning and socialization. Consideration will be given to the role of culture, gender, disability, race, class, language, and sexual orientation in the process of learning and development. The lives of children with typical and atypical development will be explored through observations and readings. Fourteen hours of structured fieldwork required.

The pre-requisite of TAL 801 is required or membership in NYC Teaching Fellow Group.

Credits: 3

Annually

TAL 812 Lives of Adolescents

A course that focuses on the experience of pre-adolescents and adolescents from diverse backgrounds with a range of abilities using developmental, non-developmental, historical, and cultural approaches. Theories of development will be studied as they apply to the adolescent learner in families, communities, peer groups and schools. Physical, cognitive, socio-emotional and moral domains of development with implications for learning will be studied. Throughout the course, attention will be given to ways in which culture, gender, disability, race, class, language, ethnicity and sexual orientation play a role in the process of learning and development. The lives of adolescents with typical and atypical development will be explored through observations and readings. Fourteen hours of structured fieldwork required. For students pursuing the middle childhood extension, 20 hours of fieldwork at the middle school level will be required.

The pre-requisite of TAL 801 is required or membership in NYC Teaching Fellow Group.

Credits: 3

Annually

TAL 816 Teaching Literacy K-6

A course that addresses the teaching of literacy in grades K-6 from the emergent to the fluent reader. Students will be introduced to a variety of approaches for teaching reading and writing, including strategies for teaching word recognition, phonics, vocabulary, and comprehension through the use of multicultural literature and incorporation of multiple literacies. The use of reading for content area knowledge development will be examined as well as reading assessment and evaluation. This course will approach reading from a developmental perspective, using strategies for adaptation of instruction for children with diverse abilities and language backgrounds within a collaborative, inclusive model. Approaches to remediation of difficulties in literacy will also be addressed. Ten hours of structured fieldwork required.

The pre-requisite of TAL 801 is required or membership in NYC Teaching Fellow Group.

Credits: 3

Annually

TAL 817 Teaching Literacy: Grades 5-12

A course that addresses the teaching of literacy at the middle childhood and adolescent levels from a developmental perspective, building upon the foundations of literacy established in early childhood and childhood. Emphasis will be on the development of fluent mature reading, including strategies for teaching vocabulary, critical thinking, reading in the content areas, and study skills. Various approaches to the teaching of writing will be presented, and students will become familiar with a diverse range of multicultural literature for middle-school children and adolescents. Practices related to assessment and the organization of instruction will be introduced. Strategies for adaptation of instruction for children of diverse abilities and language backgrounds will also be addressed. Fifteen hours of structured fieldwork required.

The pre-requisite of TAL 801 is required.

Credits: 3

Annually

TAL 822 Assessment and Special Education

The historical, political and social context of the testing and standards movements and their relation to assessment practices in Special Education will be critically examined. The concepts of reliability and validity will be explored and their relevance to standardized and teacher-made tests, as well as alternative assessment techniques, will be discussed. Emphasis will be given to the underlying assumptions of the tests and to race, class, language, and gender implications in using the tests. The process by which students receive special education services will be investigated.

The pre-requisite of TAL 803 is required.

Credits: 3

Annually

TAL 823 Bilingualism and Bilingual/Multicultural Education

Introduction to the individual, social, cognitive and linguistic nature of bilingualism, including second language acquisition, sociology of language, and the relationship between language and culture.

Students will examine the socio-political, historical, and legal foundations that have shaped bilingual and multicultural education policies, program models, and teaching and assessment practices.

Issues pertaining to second language learners with diverse learning needs will be addressed. Students will develop an understanding of the distinction between language differences and language disability. Fifteen hours of structured fieldwork required. Students pursuing the bilingual extension will have an additional twenty hours of fieldwork.

Credits: 3

Annually

TAL 825 First and Second Language Acquisition and Classroom Practice

Students become knowledgeable of different theories of language acquisitions as well as the role that individual differences such as age, literacy, motivation, and personality play in L1 and L2 learning. Teaching candidates learn to recognize different stages of acquisition and understand the nature of typical second language errors. Students design instructional strategies and classroom environments to support their students' oral and written first and second language development. These strategies include the use of technology, literature, and opportunities for linguistic interaction. The course prepares students to use language proficiency assessments to plan curriculum, modify instruction and monitor students' progress.

The pre-requisite or co-requisite of TAL 802 is required or membership in either NYC Teaching Fellow Student Group or in the ISTART Student Group.

Credits: 3

Annually

TAL 826 Curriculum and TESOL Pedagogy

This course prepares teaching candidates to design learning environments for ELLs by examining a wide range of approaches, practices and materials for the ESL classroom. Issues in second language pedagogy and varied approaches and methods in second language teaching such as Sheltered Instruction, Community Language Learning, Total Physical Response, and the Natural and Comprehension Approaches are included. Students design and present lesson and curriculum plans and use classroom-based assessments of children's learning. They practice using technology and electronic media as well as participatory techniques, theater, role playing, games, visual arts, and music to teach ELLs. The integration of these approaches and techniques with content area and literacy instruction is emphasized. Strategies to differentiate instruction and teach in multi-level

ESL classrooms are addressed. Fifteen hours of structured fieldwork required.

The pre-requisite or co-requisite of TAL 801 or 802 is required or membership in either NYC Teaching Fellow Student Group 1 or Group 2, or in the ISTART Student Group.

Credits: 3

Annually

TAL 827 ESOL and Content Area Instruction: Childhood K-6

This course prepares students to plan and implement instruction that develops language, literacy and content knowledge in English. Students become knowledgeable of how to design classroom activities and use resources to teach the content areas through units that provide opportunities to use language in meaningful contexts. Students learn to integrate subject matter and language learning objectives and engage their students in problem-solving inquiries in science, math and social studies. They are prepared to create print-rich classroom environments in which their students can use print regardless of their developmental stage in English and formal accuracy. Ways to plan instruction to meet diverse developmental and learning needs as well as cultural styles are included. The use of educational resources, including technology and children's literature is addressed. The course also attends to family and community involvement and the use of the home language to support literacy. English acquisition and content knowledge development. Fifteen hours of structured fieldwork required.

The pre-requisite or co-requisite of TAL 802 is required or membership in either NYC Teaching Fellow Student Group or in the ISTART Student Group.

Credits: 3

Annually

TAL 828 ESOL and Content Area Instruction: Adolescence 6-12

This course prepares students to create learning environments that allow ELLs to access the core curriculum by integrating language and content instruction and choosing and adapting educational resources, including technology. Teaching candidates learn to assess students' background knowledge and consider their language proficiency to plan and implement student-centered and culturally-relevant instruction to teach math, science and social studies. The use of reading and writing to promote language and content knowledge learning in English and the use of linguistic and nonlinguistic support to enhance comprehension are addressed. Students become knowledgeable on how to plan and manage instruction for diverse groups of learners and various developmental needs, including students with disabilities and those with limited or interrupted formal schooling. They become acquainted with strategies for school-home communication that are linguistically and culturally

appropriate. Fifteen hours of structured fieldwork required.

The pre-requisite of TAL 827 is required or membership in NYC Teaching Fellow Group 1 or Group 2, or in ISTART Group.

Credits: 3

Annually

TAL 830 Classroom Inquiry I

The course aims to develop and improve aspects of teaching practice through inquiring about students work with children and adolescents in classrooms and other educational settings from a phenomenological perspective. Through collaborative inquiry, students will learn disciplined modes of observation and description and a range of ways to document aspects of Teaching and Learning. They will complete a child study including the collecting and describing of the child's work and a Descriptive Review of the Child. In addition, students will investigate the assumptions about persons and knowledge-making underlying the phenomenological modes of inquiry basic to the child study. Students will begin to develop a conceptual understanding of the nature of inquiry, documentation, evidence, questions, and knowledge. Thirty hours of structured fieldwork required.

Pre or co-requisite of TAL 801, ALCX 702, 703, 704 and 705 is required or membership in NYC Teaching Fellow Group or in ISTART Group.

Credits: 3

Every Fall and Spring

TAL 831 Teaching Social Studies 1-6

Introduction to a theme-based, literature-rich, multicultural approach to teaching and learning social studies. The course focuses on the teaching of social studies through literacy, critical thinking, and an inquiry approach using student-centered projects. Students will learn to look at their own classrooms as places where inclusive community living can be practiced and where children can begin to explore values like community responsibility, equality, diversity, and freedom as preparation for democratic citizenship. They will design instruction and assessments to help diverse learners meet NYS/Common Core Learning Standards. Relevant uses of technology will be explored. Ten hours of structured fieldwork required.

The pre-requisite or co-requisite of TAL 830 is required.

Credits: 3

Annually

TAL 832 Teaching the Arts 1-6

A course that introduces students to the role of the arts and movement in elementary education as a means of helping children make sense of the world, express understanding of their experience, and develop aesthetic appreciation. Students will explore the importance of developing creativity and self-expression in children. They will participate in

movement, music, drama, and visual arts activities appropriate for the elementary school classroom. Through active exploration of various media and materials students will learn how to integrate the arts into their classroom teaching. Course experience will include field trips to art museums and performances appropriate for elementary school children.

The pre-requisite or co-requisite of TAL 830 is required.

Credits: 3

Annually

TAL 833 Teaching Science/Technology 1-6

A course that focuses on the development and implementation of inquiry-based curricula to promote in-depth scientific literacy. Emphasis will be placed on raising questions, planning and developing solutions for open-ended science problems, formative assessment, and the use of technology as a teaching tool. While reinforcing knowledge of basic scientific concepts and inquiry skills, students will construct unit plans as a mechanism for integrating learning. Attention will be paid to developing strategies for helping children with diverse learning needs to meet NYS/Common Core Learning Standards. Ten hours of structured fieldwork required.

The pre-requisite or co-requisite of TAL 830 is required.

Credits: 3

Annually

TAL 834 Teaching Math/Technology 1-6

A course that utilizes an inquiry approach to explore big ideas in mathematics and to demonstrate how these ideas are evident across cultures. The following questions will be raised: What is the teacher's role in children's learning of mathematics? What abilities do children develop through the learning of mathematics? How do teachers know what children need? How do teachers organize their work to address those needs in the classroom? Students will be introduced to the use of technology as a tool in the teaching of mathematics. Attention will be paid to developing strategies for helping children with diverse learning needs to meet NYS/Common Core Learning Standards within a collaborative, inclusive model. Approaches to addressing difficulties in math will be explored. Ten hours of structured fieldwork required.

The pre-requisite of TAL 830 is required.

Credits: 3

Annually

TAL 841A Curriculum in the Secondary

Classroom: Biology

A course with students as researchers of the secondary curriculum in the student's particular discipline with a focus on teaching students with diverse backgrounds and needs. Students will become familiar with NYS/Common Core Learning Standards as well as ways to bring

enriching multiple representations of content and multicultural materials to their classroom instruction. The use of literature, technology, audio-visual material, and the resources of New York City will be highlighted so that students can become resourceful teachers who understand curriculum design and know how to access and utilize a range of materials for adolescents of varying interests, abilities, and language backgrounds. Fifteen hours of structured fieldwork required.

The pre-requisite or co-requisite of TAL 801 is required.

Credits: 3

Annually

TAL 841B Curriculum in the Secondary

Classroom: Chemistry

A course with students as researchers of the secondary curriculum in the student's particular discipline with a focus on teaching students with diverse backgrounds and needs. Students will become familiar with NYS/Common Core Learning Standards as well as ways to bring enriching multiple representations of content and multicultural materials to their classroom instruction. The use of literature, technology, audio-visual material, and the resources of New York City will be highlighted so that students can become resourceful teachers who understand curriculum design and know how to access and utilize a range of materials for adolescents of varying interests, abilities, and language backgrounds. Fifteen hours of structured fieldwork required.

The pre-requisite or co-requisite of TAL 801 is required.

Credits: 3

Annually

TAL 841C Curriculum in the Secondary

Classroom: English

A course with students as researchers of the secondary curriculum in the student's particular discipline with a focus on teaching students with diverse backgrounds and needs. Students will become familiar with NYS/Common Core Learning Standards as well as ways to bring enriching multiple representations of content and multicultural materials to their classroom instruction. The use of literature, technology, audio-visual material, and the resources of New York City will be highlighted so that students can become resourceful teachers who understand curriculum design and know how to access and utilize a range of materials for adolescents of varying interests, abilities, and language backgrounds. Fifteen hours of structured fieldwork required.

The pre-requisite or co-requisite of TAL 801 is required.

Credits: 3

Annually

TAL 841D Curriculum in the Secondary**Classroom: Mathematics**

A course with students as researchers of the secondary curriculum in the student's particular discipline with a focus on teaching students with diverse backgrounds and needs. Students will become familiar with NYS/Common Core Learning Standards as well as ways to bring enriching multiple representations of content and multicultural materials to their classroom instruction. The use of literature, technology, audio-visual material, and the resources of New York City will be highlighted so that students can become resourceful teachers who understand curriculum design and know how to access and utilize a range of materials for adolescents of varying interests, abilities, and language backgrounds. Fifteen hours of structured fieldwork required.

The pre-requisite or co-requisite of TAL 801 is required.

Credits: 3

Annually

TAL 841E Curriculum in the Secondary**Classroom: Social Studies**

A course with students as researchers of the secondary curriculum in the student's particular discipline with a focus on teaching students with diverse backgrounds and needs. Students will become familiar with NYS/Common Core Learning Standards as well as ways to bring enriching multiple representations of content and multicultural materials to their classroom instruction. The use of literature, technology, audio-visual material, and the resources of New York City will be highlighted so that students can become resourceful teachers who understand curriculum design and know how to access and utilize a range of materials for adolescents of varying interests, abilities, and language backgrounds. Fifteen hours of structured fieldwork required.

The pre-requisite or co-requisite of TAL 801 is required.

Credits: 3

Annually

TAL 842A Teaching Methods in the Secondary**Classroom: Biology**

A course in which students will actively learn about the practice of teaching and co-teaching on the secondary level. Topics to be explored will include lesson and unit planning, multicultural curriculum and teaching, student-centered teaching strategies, project-based classroom instruction, methods of assessment, and classroom management. Students will develop and implement unit plans to meet NYS/Common Core Standards for adolescents of varying abilities and language backgrounds. Students will explore ways to develop and differentiate lessons and assessments based on students' learning needs and/or Individualized Educational Programs (IEPs). Fifteen hours of

structured fieldwork required.

The pre-requisites of TAL 801 and 841A are required.

Credits: 3

Annually

TAL 842B Teaching Methods in the Secondary**Classroom: Chemistry**

A course in which students will actively learn about the practice of teaching and co-teaching on the secondary level. Topics to be explored will include lesson and unit planning, multicultural curriculum and teaching, student-centered teaching strategies, project-based classroom instruction, methods of assessment, and classroom management. Students will develop and implement unit plans to meet NYS/Common Core Standards for adolescents of varying abilities and language backgrounds. Students will explore ways to develop and differentiate lessons and assessments based on students' learning needs and/or Individualized Educational Programs (IEPs). Fifteen hours of structured fieldwork required.

The pre-requisites of TAL 801 and 841B are required.

Credits: 3

Annually

TAL 842C Teaching Methods in the Secondary**Classroom: English**

A course in which students will actively learn about the practice of teaching and co-teaching on the secondary level. Topics to be explored will include lesson and unit planning, multicultural curriculum and teaching, student-centered teaching strategies, project-based classroom instruction, methods of assessment, and classroom management. Students will develop and implement unit plans to meet NYS/Common Core Standards for adolescents of varying abilities and language backgrounds. Students will explore ways to develop and differentiate lessons and assessments based on students' learning needs and/or Individualized Educational Programs (IEPs). Fifteen hours of structured fieldwork required.

The pre-requisites of TAL 801 and 841C are required.

Credits: 3

Annually

TAL 842D Teaching Methods in the Secondary**Classroom: Mathematics**

A course in which students will actively learn about the practice of teaching and co-teaching on the secondary level. Topics to be explored will include lesson and unit planning, multicultural curriculum and teaching, student-centered teaching strategies, project-based classroom instruction, methods of assessment, and classroom management. Students will develop and implement unit plans to meet NYS/Common Core Standards for adolescents of varying abilities and language backgrounds. Students will explore ways to develop and differentiate lessons and assessments based on

students' learning needs and/or Individualized Educational Programs (IEPs). Fifteen hours of structured fieldwork required.

The pre-requisites of TAL 801 and 841D are required.

Credits: 3

Annually

TAL 842E Teaching Methods in the Secondary**Classroom: Social Studies**

A course in which students will actively learn about the practice of teaching and co-teaching on the secondary level. Topics to be explored will include lesson and unit planning, multicultural curriculum and teaching, student-centered teaching strategies, project-based classroom instruction, methods of assessment, and classroom management. Students will develop and implement unit plans to meet NYS/Common Core Standards for adolescents of varying abilities and language backgrounds. Students will explore ways to develop and differentiate lessons and assessments based on students' learning needs and/or Individualized Educational Programs (IEPs). Fifteen hours of structured fieldwork required.

The pre-requisites of TAL 801 and 841E are required.

Credits: 3

Annually

TAL 843 Curriculum in Middle School

A course in which students learn to create, evaluate, and implement middle school curriculum by asking questions about language arts, math, science, and social studies. Students will become familiar with NYS/Common Core Learning Standards and how to integrate these standards into the curriculum they develop for diverse learners. In-depth exploration of critical issues across subject areas will be emphasized. Effective ways of teaching middle school learners will be explored. Pedagogical approaches will include student centered teaching and learning, group work, project-based learning, and authentic modes of assessment. Students will explore how to select and adapt appropriate materials for adolescents. Thirty hours of structured fieldwork required.

Credits: 3

On Demand

TAL 844 Environments Practices and Play in Early Childhood

This course studies the relationship between play and learning for young children and the significance of providing opportunities for choices in their interactions with the world. Students will learn how to create safe and stimulating classroom environments that provide positive behavior support for a multicultural, inclusive and anti-bias approach to learning. The focus will be on the whole child in learning contexts that enhance physical cognitive, social, and emotional development and aesthetic appreciation. Particular consideration will be given to the role of the group

in individual learning. A variety of early childhood curricula will be reviewed. Fifteen hours of structured fieldwork required.

The pre-requisite or co-requisite of TAL 830 is required.

Credits: 3

Annually

TAL 845 Math and Science in Early Childhood

This course will prepare students to design environments and curriculum for the development of math and science knowledge in early childhood. Students will learn to create learning centers for young children based on principles of discovery, hands-on experience, and reasoning to reinforce basic math and science concepts and inquiry skills. They will also learn to develop instruction to meet diverse needs, including those of English Language Learners and children who present development variations. Students will construct unit plans as mechanisms for integrating learning and meeting state learning standards. The role of formal and informal assessment as a teaching tool will be examined. Fifteen hours of structured fieldwork required.

The pre-requisite or co-requisite of TAL 830 is required.

Credits: 3

Annually

TAL 846 Family Literacy and Parental Collaboration

This course will prepare students to design environments and curriculum for the development of language and literacy at home and the early childhood center. Collaborative and inclusive approaches to family literacy will be emphasized. These include how to work with diverse families on issues of child development, including developmental variations, the role of first and second language acquisition, bilingualism and culture in child rearing. Students will be introduced to a variety of activities and materials to promote family literacy such as children's books as well as materials on parenting, adult literacy and English as a Second Language. They will learn to create systems for referral and collaboration with other agencies, including Early Intervention Programs, to provide comprehensive services to families. Ten hours of structured fieldwork required.

The pre-requisite or co-requisite of TAL 830 is required.

Credits: 3

Annually

TAL 851 Curriculum Theory and Practice in Special Education: Childhood

An exploration of the role of curriculum in schools with an emphasis on teaching learners with diverse learning needs. Students will learn to evaluate the appropriateness of existing curricula for children with disabilities while developing curricula based on an assessment of learner's interests, strengths, and

individual needs. Strategies and instructional technology for modifying and adapting curricula for students with varying abilities will be presented. Students will investigate the impact of NYS/Common Core Learning Standards and Individualized Educational Programs (IEPs) on development and implementation of curriculum for students with disabilities. Trends and issues in the field of curriculum will be discussed in relation to the delivery of special education services. Ten hours of structured fieldwork required.

The pre-requisite of TAL 803 is required or the student must be active in the NYC Teaching Fellows Student Group.

Credits: 3

Annually

TAL 852 Strategies for Teaching Learners with Diverse Needs: Childhood

Characteristics of children with particular disability classifications, as well as cultural, linguistic, gender, and ability differences, will be studied as a basis for considering strategies for teaching. Ideas, methods, and strategies for assessing student needs and for designing, adapting, implementing, and evaluating instructional practices in academic content areas will be considered. Emphasis will be placed on developing the ability to teach through a variety of teaching methods, including new technologies and effective utilization of time, space, materials, and equipment. Consideration will be given to teaching learners content in academic subject areas based on the NYS/Common Core Learning Standards. Teaching methods which support a collaborative learning environment, such as cooperative learning groups and co-teaching, will be explored. Ten hours of structured fieldwork required.

The pre-requisite of TAL 851 is required.

Credits: 3

Annually

TAL 853 Collaboration and Consultation: Family School, and Community

An exploration of various team approaches and the roles of team members in the delivery of special education services. Professional and family perspectives will be examined in relation to the education of students with disabilities. Attention will be paid to the student within the context of a family system. Emphasis will be on fostering skills that facilitate on-going and productive communication among all team members. Students will become familiar with community agencies that provide support and services to children and adolescents with disabilities and their families and will learn to advocate on their behalf. Ten hours of structured fieldwork required.

The pre-requisite or co-requisite of TAL 830 is required.

Credits: 3

Annually

TAL 854 Classroom as Community

Students learn to create respectful classroom

communities that support children and adolescents in developing communication and social skills leading to satisfying interpersonal relationships. Students will explore various ways of thinking about behavior. They will also learn approaches grounded in person-centered values, including collaborative problem-solving processes to develop individualized interventions. Theoretical foundations and methods for supporting students with disabilities and documenting and interpreting their behaviors will be addressed. Various perspectives on constructing classroom environments such as Positive Behavior Support, Responsive Classrooms, and conflict resolution will be explored.

The pre-requisite or co-requisite of TAL 830 is required or membership in NYC Teaching Fellow Group.

Credits: 3

Annually

TAL 856 Curriculum Theory and Practice in Special Education: Middle Childhood / Adolescence

An exploration of the role of curriculum in schools with an emphasis on teaching learners with diverse learning needs. Students will learn to evaluate the appropriateness of existing curricula for children with disabilities while developing curricula based on an assessment of learner's interests, strengths, and individual needs. Strategies and instructional technology for modifying and adapting curricula for students with varying abilities will be presented. Students will investigate the impact of the NYS/Common Core Learning Standards and Individualized Education Programs (IEPs) on development and implementation of curriculum for students with disabilities. Trends and issues in the field of curriculum will be discussed in relation to the delivery of special education services. Ten hours of structured fieldwork required.

The pre-requisite of TAL 803 is required or the student must be active in the NYC Teaching Fellows Student Group.

Credits: 3

Annually

TAL 857 Strategies for Teaching Learners with Diverse Needs: Middle Childhood / Adolescence

Characteristics of pre-adolescent and adolescent students with particular disability classifications, as well as cultural, linguistic, gender, and ability differences, will be studied as a basis for considering strategies for teaching. Ideas, methods, and strategies for assessing student needs and for designing, adapting, implementing, and evaluating instructional practices in academic content areas will be considered. Emphasis will be placed on developing the ability to teach through a variety of teaching methods, including new technologies and effective utilization of time, space, materials, and equipment. Consideration will be given to teaching learners content in academic subject areas based on the NYS/Common Core Learning Standards.

Teaching methods that support a collaborative learning environment, such as cooperative learning groups and co-teaching, will be explored. Ten hours of structured fieldwork required.

The pre-requisite of TAL 856 is required.

Credits: 3

Annually

TAL 862 ESL Curriculum and Methodology: Teaching Literacy K-12

A study of different approaches to teaching ESL in an urban classroom with a focus on all aspects of language and literacy, including listening, speaking, reading, and writing, at different levels of proficiency in English. Students will learn to develop literacy through the content areas. They will also become familiar with uses of technology in an ESL setting and with literacy and language proficiency assessment. Students will learn how to help English Language Learners of varying ability meet NYS/Common Core Learning Standards in literacy. Fifteen hours of structured fieldwork required.

Credits: 3

Annually

TAL 863 ESL Curriculum and Methodology: Teaching Content Areas K-12

An examination of the practices of teaching the content areas of science, mathematics, social studies and language arts through English. Strategies for implementing sheltered instruction, adapting materials, and developing vocabulary in specific content areas will be introduced. Attention is given to the teaching of content areas to second language learners with disabilities. The use of technology in teaching ESL is presented along with assessment tools for measuring progress in specific subject areas. Students learn to develop their own curriculum and materials in a workshop setting. Fifteen hours of structured fieldwork required.

Credits: 3

Annually

TAL 866 Native Language Teaching in the Bilingual Classroom

An exploration of theories of literacy and related teaching practices to develop native language reading, writing, speaking, and listening skills, and to use native language in teaching the content areas (mathematics, science, and social studies). Techniques of assessing native literacy skills will be examined. Students will become familiar with native language resources in the community through evaluating culturally appropriate curricula, children's literature and media. Students will also analyze and strengthen their own biliteracy skills. Fifteen hours of structured fieldwork required.

Credits: 3

On Occasion

TAL 867 Sociolinguistics and Teaching

This course addresses the relationship between language and society and their role in mediating educational success. The interplay of social class,

ethnicity, age, and gender in language teaching and learning is considered. Students examine the multiple ways in which children are positioned in terms of language, ability, disability and learning. The ethnography of communication, classroom discourse, conversational analysis, and intercultural communication as well as the pragmatics of communication, linguistic variation, bilingualism, and code-switching are studied. Pidgins and Creoles, World Englishes, the politics of teaching English, and the role of the profession are addressed.

The pre-requisite of TAL 802 is required or membership in the NYC Teaching Fellow Student Group.

Credits: 3

Annually

TAL 868 Second Language Literacy and Biliteracy

This course addresses the connection between literacy and second language acquisition highlighting the theory and research on the development of literacy in the native language, second language literacy, and biliteracy. Taking an additive approach, the course examines the linguistic and sociocultural foundations in the development of literacy among English Language Learners and the relationships between biliteracy and content knowledge development. Students learn to teach for the development of academic language as well as for the development of language for a variety of purposes. Approaches to teaching reading and writing in the second language as well as ways to develop biliteracy are addressed. Students examine curricula and literature for children and adolescents as well as available technology to teach literacy to ELLs.

The pre-requisites of TAL 802 and 828 are required.

Credits: 3

Annually

TAL 871 Introduction to Reading Difficulties

A course that prepares students to instruct children with a variety of reading difficulties. Current research into the nature and origin of reading difficulties, including dyslexia, will be reviewed. Students will learn how to identify reading difficulties, determine instructional needs, and use diagnostic information for instructional planning. Strategies for preventing and ameliorating difficulties in word identification, comprehension, and written language will be introduced.

The pre-requisite or co-requisite of TAL 830 is required.

Credits: 3

On Demand

TAL 873 Early Literacy

A course that focuses on the importance of language development as a precursor to literacy in children from birth to five years of age, including children who grow up in a bilingual environment and those with developmental delays. It will address

the significance of providing a language-rich environment at home and in formal educational settings that offers children opportunities to engage in meaningful acts of communication and social interaction as they construct their own ideas and theories about the principles of language. The importance of children's participation in literacy events with other children and adults will be emphasized. The role of play, sensory manipulation, music, movement, story telling, children's literature and the arts in the development of language and literacy will be explored. Fifteen hours of structured fieldwork required.

The pre-requisite or co-requisite of TAL 830 is required.

Credits: 3

Annually

TAL 875 Adolescent and Young Adult Basic Literacy

A course that addresses the language and literacy needs of adolescents and young adults who have had uneven or poor schooling. Students will learn how to adapt instruction, develop materials, and design appropriate curricula to meet the literacy needs of adolescents and young adults. The specific needs of English language learners, speakers of a second dialect, and those with learning difficulties will be considered. Students will become familiar with reading materials and other educational resources for this population. The use of specialized technology and media will be explored.

The pre-requisite or co-requisite of TAL 830 is required.

Credits: 3

On Occasion

TAL 879 Special Topics in Education

An in-depth and intensive study of specific critical areas of interest in education, as identified by faculty. With approval of program faculty, students may apply a maximum of three credits to their degree program. Ten hours of fieldwork may be required.

Credits: 3

On Occasion

TAL 880 Classroom Inquiry II

A course that aims to develop and improve aspects of teaching practice by deepening students' understanding of inquiry, documentation, evidence, questions, and knowledge as introduced in Classroom Inquiry I. Students will extend their learning of collaborative modes of classroom inquiry by formulating a question and completing an inquiry into a school or classroom issue, a curricular activity, or an aspect of their teaching practice. Students will explore a range of literature related to the questions being investigated. They will investigate and compare assumptions about persons and knowledge-making underlying various modes of inquiry through exposure to a range of research designs. Thirty hours of structured fieldwork required.

The pre-requisite of TAL 830 is required.

Credits: 3

Every Fall and Spring

TAL 881A Student Teaching: Early Childhood

This course is designed for students seeking 1st Initial certification. It prepares reflective early childhood teachers who work to create excellent early childhood classrooms, environments and schools for young children. Students participate in every aspect of practice, including planning, implementation, and assessment of curriculum and instruction. They immerse themselves in the life of a school, recording and thinking about the purposes, complexities, and consequences of what they do as teachers in order to learn from their experiences. Students are supervised by a university faculty member and a cooperating teacher in a school or early childhood center and meet in regularly scheduled seminars. Students currently employed as early childhood teachers (birth-second grade) may, with faculty approval, complete the experience in their place of employment. 75 days. Pass/Fail only. Program approval required.

Credits: 3

Every Fall and Spring

TAL 881B Student Teaching for the Practicing Teacher: Early Childhood

This course is designed for students seeking 2nd initial certification. It prepares reflective teachers who work to create excellent early childhood classrooms, environments, and schools for young children. With guidance from college faculty, students apply concepts acquired throughout the program to plan, implement, and assess instruction in their own teaching practice. Students currently teaching young children (birth-second grade) complete student teaching in their own classrooms with guidance from college faculty. Students not currently employed in an early childhood setting complete a 20-day student teaching experience under the supervision of a cooperating teacher and college faculty. Students seeking an Advanced Certificate in Early Childhood or Dual Certification in Early Childhood and another area must complete the student teaching required in their first certification before enrolling in TAL 881B. The setting must be approved by early childhood faculty. 20 days. Pass/Fail only. Program approval required.

Credits: 1

Every Fall, Spring and Summer

TAL 882A Student Teaching: Childhood

This course is designed for students seeking 1st Initial Certification. It prepares reflective elementary school teachers who work to create excellent elementary classrooms and schools for all urban students. Students participate in every aspect of practice, including planning, implementation, and assessment of curriculum and instruction. They immerse themselves in the life of a school, recording and thinking about the purposes,

complexities, and consequences of what they do as teachers in order to learn from their experiences. Students are supervised by a university faculty member and a cooperating teacher in the school and meet in regularly scheduled seminars. Students currently employed as elementary school teachers (grades 1-6) may, with faculty approval, complete the experience in their place of employment. 75 days. Pass/Fail only. Program approval required.

Credits: 3

Every Fall and Spring

TAL 883A Student Teaching: Adolescence

This course is designed for students seeking 1st initial certification. It prepares reflective teachers who work to create excellent secondary classrooms and schools for all urban students. Students participate in every aspect of practice, including planning, implementation, and assessment of curriculum and instruction. They immerse themselves in the life of a school, recording and thinking about the purposes, complexities, and consequences of what they do as teachers in order to learn from their experiences. Students are supervised by a university faculty member and a cooperating teacher in the school and meet in regularly scheduled seminars. Students currently employed as secondary school teachers (grades 7-12), teaching in the subject area in which they are seeking certification, may, with faculty approval, complete the experience in their place of employment. 75 days. Pass/Fail only. Program approval required.

Credits: 3

Every Fall and Spring

TAL 884A Student Teaching: Childhood Special Education

This course is designed for students seeking 1st initial certification. It prepares reflective teachers who work to create excellent elementary classrooms for urban children with disabilities. Students participate in every aspect of practice, including planning, implementation, and assessment of curriculum and instruction. They immerse themselves in the life of a school, recording and thinking about the purposes, complexities, and consequences of what they do as teachers in order to learn from their experiences. Students are supervised by a university faculty member and a cooperating teacher in the school and meet in regularly scheduled seminars. Students currently employed as childhood special education teachers (grades 1-6) may, with faculty approval, complete the experience in their place of employment. 75 days. Pass/Fail only. Program approval required.

Credits: 3

Every Fall and Spring

TAL 884B Student Teaching for the Practicing Teacher: Childhood Special Education

This course is designed for students seeking 2nd initial certification. It prepares reflective teachers

who work to create excellent elementary classrooms and schools for all urban students. Students apply concepts acquired throughout the program to plan, implement, and assess instruction in their own teaching practice. Students currently teaching children with disabilities complete the student teaching in their own classrooms with guidance from college faculty. Students not currently teaching children with disabilities complete a 20-day student teaching experience under the supervision of a cooperating teacher and college faculty. The setting must be approved by special education faculty. Pass/Fail only. Program approval required.

Credits: 1

Every Fall and Spring

TAL 884C Student Teaching: Alternative Childhood Special Education I

This course is designed for students in an alternative certification program. It prepares reflective teachers who work to create excellent elementary classrooms for urban children with disabilities. Students participate in every aspect of practice, including planning, implementation, and assessment of curriculum and instruction. They immerse themselves in the life of a school, recording and thinking about the purposes, complexities, and consequences of what they do as teachers in order to learn from their experiences. Students are supervised by a university faculty member and meet in regularly scheduled seminars. Students currently employed as childhood special education teachers (grades 1-6) complete the experience in their place of employment. *Membership in NYC Teaching Fellow Group or in ISTART Group is required.*

Credits: 3

On Demand

TAL 884D Student Teaching: Alternate Childhood Special Education II

This course is designed for students in an alternative certification program. It prepares reflective teachers who work to create excellent elementary classrooms for urban children with disabilities. Students participate in every aspect of practice, including planning, implementation, and assessment of curriculum and instruction. They immerse themselves in the life of a school, recording and thinking about the purposes, complexities, and consequences of what they do as teachers in order to learn from their experiences. Students are supervised by a university faculty member and meet in regularly scheduled seminars. Students currently employed as childhood special education teachers (grades 1-6) complete the experience in their place of employment. *Membership in NYC Teaching Fellow Group or in ISTART Group is required.*

Credits: 3

On Demand

TAL 884E Student Teaching for the Practicing Teacher: Alternate Childhood Special Education I

This course is designed for students in an alternative certification program. It prepares reflective teachers who work to create excellent elementary classrooms for urban children with disabilities. Students participate in every aspect of practice, including planning, implementation, and assessment of curriculum and instruction. They immerse themselves in the life of a school, recording and thinking about the purposes, complexities, and consequences of what they do as teachers in order to learn from their experiences. Students are supervised by a university faculty member and meet in regularly scheduled seminars. Students currently employed as childhood special education teachers (grades 1-6) complete the experience in their place of employment.

Membership in NYC Teaching Fellow Group or in ISTART Group is required.

Credits: 0

On Demand

TAL 884F Student Teaching for the Practicing Teacher: Alternate Childhood Special Education II

This course is designed for students in an alternative certification program. It prepares reflective teachers who work to create excellent elementary classrooms for urban children with disabilities. Students participate in every aspect of practice, including planning, implementation, and assessment of curriculum and instruction. They immerse themselves in the life of a school, recording and thinking about the purposes, complexities, and consequences of what they do as teachers in order to learn from their experiences. Students are supervised by a university faculty member and meet in regularly scheduled seminars. Students currently employed as childhood special education teachers (grades 1-6) complete the experience in their place of employment.

Membership in NYC Teaching Fellow Group or in ISTART Group is required.

Credits: 0

On Demand

TAL 885A Student Teaching: Adolescence Special Education

This course is designed for students seeking 1st initial certification. It prepares reflective teachers who work to create excellent secondary classrooms for urban students with disabilities. Students participate in every aspect of practice, including planning, implementation, and assessment of curriculum and instruction. They immerse themselves in the life of a secondary school, recording and thinking about the purposes, complexities, and consequences of what they do as teachers in order to learn from their experiences. Students are supervised by a university faculty member and a cooperating teacher in the school and meet in regularly scheduled seminars. Students

currently employed as adolescent special education teachers (grades 7-12) may, with faculty approval, complete the experience in their place of employment. 75 days. Pass/Fail only. Program approval required.

Credits: 3

Every Fall and Spring

TAL 885B Student Teaching for the Practicing Teacher: Adolescence Special Education

This course is designed for students seeking 2nd initial certification. It prepares reflective teachers who work to create excellent elementary classrooms and schools for all urban students. Students apply concepts acquired throughout the program to plan, implement, and assess instruction in their own teaching practice. Students currently teaching adolescents with disabilities complete the student teaching in their own classrooms with guidance from college faculty. Students not currently teaching adolescents with disabilities complete a 20-day student teaching experience under the supervision of a cooperating teacher and college faculty. The setting must be approved by special education faculty. Pass/Fail only. Program approval required.

Credits: 1

Every Fall and Spring

TAL 885C Student Teaching: Alternate Adolescence Special Education I

This course is designed for students in an alternative certification program. It prepares reflective teachers who work to create excellent secondary classrooms for urban adolescents with disabilities. Students participate in every aspect of practice, including planning, implementation, and assessment of curriculum and instruction. They immerse themselves in the life of a school, recording and thinking about the purposes, complexities, and consequences of what they do as teachers in order to learn from their experiences. Students are supervised by a university faculty member and meet in regularly scheduled seminars. Students currently employed as adolescent special education teachers (grades 7-12) complete the experience in their place of employment.

Membership in NYC Teaching Fellow Group or in ISTART Group is required.

Credits: 3

Annually

TAL 885D Student Teaching: Alternate Adolescence Special Education II

This course is designed for students in an alternative certification program. It prepares reflective teachers who work to create excellent secondary classrooms for urban adolescents with disabilities. Students participate in every aspect of practice, including planning, implementation, and assessment of curriculum and instruction. They immerse themselves in the life of a school, recording and thinking about the purposes, complexities, and consequences of what they do as

teachers in order to learn from their experiences. Students are supervised by a university faculty member and meet in regularly scheduled seminars. Students currently employed as adolescent special education teachers (grades 7-12) complete the experience in their place of employment. *Membership in NYC Teaching Fellow Group or in ISTART Group is required.*

Credits: 3

Annually

TAL 885E Student Teaching for the Practicing Teacher: Alternate Adolescence Special Education I

This course is designed for students in an alternative certification program. It prepares reflective teachers who work to create excellent secondary classrooms for urban adolescents with disabilities. Students participate in every aspect of practice, including planning, implementation, and assessment of curriculum and instruction. They immerse themselves in the life of a school, recording and thinking about the purposes, complexities, and consequences of what they do as teachers in order to learn from their experiences. Students are supervised by a university faculty member and meet in regularly scheduled seminars. Students currently employed as adolescent special education teachers (grades 7-12) complete the experience in their place of employment. 75 days. Pass/Fail only.

Membership in NYC Teaching Fellow Group or in ISTART Group is required.

Credits: 0

Annually

TAL 885F Student Teaching for the Practicing Teacher: Alternate Adolescence Special Education II

This course is designed for students in an alternative certification program. It prepares reflective teachers who work to create excellent secondary classrooms for urban adolescents with disabilities. Students participate in every aspect of practice, including planning, implementation, and assessment of curriculum and instruction. They immerse themselves in the life of a school, recording and thinking about the purposes, complexities, and consequences of what they do as teachers in order to learn from their experiences. Students are supervised by a university faculty member and meet in regularly scheduled seminars. Students currently employed as adolescent special education teachers (grades 7-12) complete the experience in their place of employment. 75 days. Pass/Fail only.

Membership in NYC Teaching Fellow Group or in ISTART Group is required.

Credits: 0

Annually

TAL 886A Student Teaching: TESOL

This course is designed for students seeking 1st initial certification. This experience prepares

reflective TESOL teachers who work to create student-centered and challenging classrooms and supportive schools for English Language Learners. Teaching candidates participate in every aspect of practice, including planning, implementation, and assessment of curriculum and instruction. They immerse themselves in the life of a TESOL classroom, recording and thinking about the purposes, complexities, and consequences of what they do as teachers in order to learn from their experiences. Students are supervised by a university faculty member and a cooperating teacher in the school and meet in regularly scheduled seminars. Candidates student-teach in an elementary and a secondary setting for a total of 75 days. Students currently employed as a TESOL teacher in an appropriate setting may, with faculty approval, complete the experience in their place of employment. Pass/Fail only. Program approval required.

Credits: 3

Every Fall and Spring

TAL 886B Student Teaching for the Practicing Teacher: TESOL

This course is designed for students seeking 2nd initial certification. It prepares reflective teachers who work to create student-centered and challenging classrooms and supportive schools for English Language Learners. Teacher candidates apply concepts acquired throughout the program to plan, implement, and assess instruction in their own teaching practice. Students currently teaching English as a second language complete the student teaching in their own classrooms with guidance from college faculty. Students not currently teaching English as a second language complete a 20-day student teaching experience under the supervision of a cooperating teacher and college faculty. The setting must be approved by TESOL faculty. Pass/Fail only. Program approval required.

Credits: 1

Every Fall, Spring and Summer

TAL 886C Student Teaching: Alternate TESOL I

This course is designed for students in an alternative certification program. It prepares reflective teachers who work to create excellent elementary and secondary classrooms for urban emerging bilingual learners. Students participate in every aspect of practice, including planning, implementation, and assessment of curriculum and instruction. They immerse themselves in the life of a school, recording and thinking about the purposes, complexities, and consequences of what they do as teachers in order to learn from their experiences. Students are supervised by a university faculty member and meet in regularly scheduled seminars. Students currently employed as TESOL teachers complete the experience in their place of employment. 75 days. Pass/Fail only.

Membership in NYC Teaching Fellow Group or in ISTART Group is required.

Credits: 3

Annually

TAL 886D Student Teaching: Alternate TESOL II

This course is designed for students in an alternative certification program. It prepares reflective teachers who work to create excellent elementary and secondary classrooms for urban emerging bilingual learners. Students participate in every aspect of practice, including planning, implementation, and assessment of curriculum and instruction. They immerse themselves in the life of a school, recording and thinking about the purposes, complexities, and consequences of what they do as teachers in order to learn from their experiences. Students are supervised by a university faculty member and meet in regularly scheduled seminars. Students currently employed as TESOL teachers complete the experience in their place of employment. 75 days. Pass/Fail only.

Membership in NYC Teaching Fellow Group or in ISTART Group is required.

Credits: 3

Annually

TAL 886E Student Teaching for the Practicing Teacher: Alternate TESOL I

This course is designed for students in an alternative certification program. It prepares reflective teachers who work to create excellent elementary and secondary classrooms for urban emerging bilingual learners. Students participate in every aspect of practice, including planning, implementation, and assessment of curriculum and instruction. They immerse themselves in the life of a school, recording and thinking about the purposes, complexities, and consequences of what they do as teachers in order to learn from their experiences. Students are supervised by a university faculty member and meet in regularly scheduled seminars. Students currently employed as TESOL teachers complete the experience in their place of employment. 75 days. Pass/Fail only.

Membership in NYC Teaching Fellow Group or in ISTART Group is required.

Credits: 0

Annually

TAL 886F Student Teaching for the Practicing Teacher: Alternate TESOL II

This course is designed for students in an alternative certification program. It prepares reflective teachers who work to create excellent elementary and secondary classrooms for urban emerging bilingual learners. Students participate in every aspect of practice, including planning, implementation, and assessment of curriculum and instruction. They immerse themselves in the life of a school, recording and thinking about the purposes, complexities, and consequences of what they do as teachers in order to learn from their experiences. Students are supervised by a university faculty member and meet in regularly scheduled seminars. Students currently employed as TESOL teachers complete the experience in their place of

employment. 75 days. Pass/Fail only.

Membership in NYC Teaching Fellow Group or in ISTART Group is required.

Credits: 0

Annually

TAL 890 Overview of Teaching in Alternative Settings

Analyzes the history and development of education in alternative settings. Special attention is paid to the difference between teaching ESOL in public schools and the kind of teaching that takes place in museums, parks, community-based organizations, schools other than public ones, homes, and clinical settings. During the first half of the course, students visit a variety of alternative settings. During the second half of the course, students select a setting and participate in planning, implementation, and assessment of an educational plan. Pass/Fail only.

Credits: 1

On Demand

TAL 971 Capstone Seminar

In this seminar, students meet graduation requirements with the creation and submission of a portfolio that demonstrates their attainment of the TAL program standards in the areas of Knowledge, Enquiry, Empathy, Pluralism and Social Commitment (the KEEPS Claims). Through the selection and examination of prior coursework in the context of readings from the contemporary and historical field of education, students reflect on the knowledge and skills gained through the program and the implications for their teaching practice.

The pre-requisite of TAL 880 is required and the pre-requisite or co-requisite from one of the following courses is required; TAL 881A, 881B, 882A, 883A, 884A, 884B, 884F, 885A, 885B, 885F or 890.

Credits: 3

Every Fall, Spring and Summer

TAL 974 Advanced Topics in TESOL and Bilingual Education

A capstone seminar that helps students gain an in-depth understanding of some of the issues that are at the forefront of current research on bilingualism, second language acquisition and pedagogy. Students will critically examine relevant research in selected areas. They will write a major paper synthesizing the research in an area of particular interest and integrating it with their own teaching practice.

The pre-requisite of TAL 880 is required.

Credits: 3

On Occasion

TAL 975 Final Inquiry Seminar: TESOL

This capstone seminar uses the knowledge and skills gained through the program to write and present an in-depth study on an aspect of second language acquisition and teaching practice. Students continue the work begun in Classroom Inquiry I and II and complete a project that looks

closely at an English language or bilingual learner or TESOL curriculum/instructional activity. Students complete a comprehensive portfolio of their work throughout the TESOL program that demonstrates their attainment of the KEEPS claim. In this seminar students share their works in progress and work together on issues of documentation, literature review, methodology and writing.

The pre-requisites of TAL 868 and 880 are required and the pre-requisites or co-requisites of TAL 886A, 886B and or 890 are required, or membership in the I-START Student Group or Chancellor Fellow's Student Group.

*Credits: 3
Annually*

Educational Leadership Courses

TLL 930 Administrative Core I: An Overview

This course will focus on organizational development and systems theory. It deals with the structural, cultural, political, business, human relations, and policy elements of traditional and non-traditional schools as social systems concerned with inputs, environments, transformation, and outcomes. Students will be expected to identify personal leadership, supervisory, and administrative abilities and demonstrate skills in the functions and processes of leadership, management, interpersonal communication, and motivation for school change by linking theory and practice in classroom-based and field-based activities. Strategies for the implementation of initiatives and the evaluation of their impact on schools are discussed.

*Credits: 6
Every Fall*

TLL 931A Administrative Core II: Community Relations

This course broadens the focus from school/district/regional-related theories and practices to those that define the nature of public schooling and interrelationships between the educational agency and local, state, federal and community forces as they impact on teaching, learning and achievement. Emphasis is put on gaining support for safe and secure learning environments. Legal frameworks with respect to community needs and their right to know are addressed. Students will use technological, interpersonal and research skills to explore community, understand the relationship between school and community, and plan for the involvement of community in the life of the school and the district/region.

The pre-requisite of TLL 930 is required or Department consent.

*Credits: 3
Annually*

TLL 931B Research Methods In Administration

The focus of this course is to help administrators

become lifelong consumers and producers of research. Students will develop technological skill in locating research materials from varied sources. Students will learn to read, analyze, and evaluate qualitative and quantitative research articles and to use the information gained to inform decision-making in order to support teaching/learning/achievement. Students will also learn to critically evaluate published research, formulate research questions, write research reports, and develop research proposals that will become the bases for internship projects. Strategies for sharing information with teachers and parents, disseminating research data, and understanding the impact of research on practice will be explored.

The pre-requisite of TLL 930 is required or Department consent.

*Credits: 3
Annually*

TLL 932 Assessment in Administration

This course will focus on understanding assessment theory. Students will become knowledgeable about obtaining assessment data from automated informational links and using those data in order to make administrative decisions about students, faculty, and curriculum. Emphasis will also be placed on the ways in which administrators use standardized and alternative assessments of students, formative and summative assessments of faculty, and program evaluation. Issues of reliability and validity and their relationship to the decision-making process will be explored. The effects of diversity in language, culture, gender, and ability/disability on the use of assessment data will be investigated.

*Credits: 3
Annually*

TLL 933 School Business Administration

This course will focus on the business-related aspects of school and district/regional administration as they support the improvement of the instructional program. Emphasis will be given to business management practices, i.e., funding sources, budgeting, automated accounting systems, and federal, state, and municipal mandates. In addition, strategic human resource planning including recruiting and selection techniques will be explored. Students will review the collective bargaining process and understand the application of technology to the human resource field.

The pre-requisite of TLL 930 is required or Department consent.

*Credits: 3
Annually*

TLL 935 Education and the Law

This course will explore, from a historical perspective, legal and ethical issues as they impact education in a multicultural/multilingual/multiracial and economically diverse society. Students will study issues such as teachers', students' and parents' rights

and responsibilities, separation of church and state, censorship, freedom of speech, affirmative action, and educational equity and access. Special attention will be given to the implications of the No Child Left Behind legislation. Case law and case studies will be used as they relate to policy development.

*Credits: 3
Annually*

TLL 936 Curriculum Development

A review of learning theory, human development, and motivation as they relate to teaching, learning and achievement. Principles of curriculum development, design, and assessment to enhance teacher practice in standard-based and constructivist classrooms will be studied. Students will focus on the learning standards and analyze, critically evaluate, utilize, and develop strategies for engaging teachers in the process of assessing academic needs, implementing and adapting curriculum, and evaluating outcomes. The importance of technology in student learning will be included. Organizational decision-making and problem-solving skills needed in the development of appropriate curricula will be discussed. Connecting the curriculum to the world of work will be explored.

*Credits: 3
Annually*

TLL 937 The Supervisor in the School Setting

This course focuses on the elements of effective supervisory practice in the school. Students will consider the learning standards relative to the principles of supervision, supervisory leadership styles, and the assessment of teacher performance. Important topics include effective instructional practices, adult learning theories, organizing and planning professional staff development, and coaching and mentoring models, as well as team and consensus-building approaches that include parents and other constituents. Strategies for the development of school/district/regional comprehensive plans for the continuous professional growth of all staff will be examined.

*Credits: 3
Annually*

TLL 941 School District Administrator

This course will explore the complex role of today's school district/regional administrator as an effective leader in the broader, urban-inclusive educational community intent on enhanced student achievement. Students will explore district/regional composition and understand strategies and develop skills for: building and articulating a system-wide vision; coordinating groups for achieving district/regional short-range and long-range goals and objectives; developing procedures and policies; generating and allocating resources; developing a research-based approach to building safe and effective schools; developing leadership in school and community groups; working with governance groups; capacity building; negotiating; and program

planning and accountability.

Credits: 3

Annually

TLL 951A Internship in Administration and Supervision I: Building Level

This internship consists of 550 hours at the school building level. Eight core areas are addressed: leadership, management, curriculum and instruction, student issues, personnel issues, staff development, in-district/region relationships, and community relations.

Credits: 3

Annually

TLL 951B Internship in Administration and Supervision II: District/Regional Level

This internship consists of 550 hours at the district or regional office level. Eight core areas are addressed: leadership, management, curriculum and instruction, student issues, personnel issues, staff development, in-district/region relationships, and community relations.

The pre-requisite of TLL 951A is required.

Credits: 3

Annually

TLL 998 Special Topics in School Leadership

This course is designed to provide participants with the opportunity to explore one topic of administrative importance in depth. Topics will vary each semester.

Credits: 1 to 3

On Occasion

SCHOOL OF HEALTH PROFESSIONS

The School of Health Professions at LIU Brooklyn is dedicated to providing superior quality education in the health professions to a diverse student body. With strong ties to the community and to many health care facilities that support educational efforts as well as research, our programs address clinical health care, community-based health and social issues. The school prepares students for careers in the areas of respiratory care; diagnostic medical sonography; physician assistant; occupational therapy; athletic training, health and exercise science (including sport management and exercise physiology); physical therapy; social work; and public health. The programs also introduce students to interprofessional practice.

The programs span the undergraduate, graduate and doctoral levels, and lead to careers in growing professions that offer a wealth of career opportunities. Graduates of our programs are in high demand in the current health care job market, and this level of demand will continue for many years to come.

The School of Health Profession's faculty members are renowned experts in their fields and have vast experience in their respective areas of specialization, which contributes to their exceptional teaching abilities. Many faculty members are engaged in research, which greatly contributes to the learning experience of their students and to their own professional growth.

The School of Health Professions offers a three year post-baccalaureate Doctor of Physical Therapy (DPT) degree. The school offers the B.S./M.S. degree program in Occupational Therapy; the B.S./M.S. in Athletic Training; the M.S. in Physician Assistant Studies; the M.S.W. in Social Work; and a Master of Public Health degree with a concentration in Health Education, Advocacy and Communications. The school also offers the M.S. degree in Exercise Science with tracks in:

- Exercise Physiology and Sports Nutrition
- Strength and Conditioning and Sports Nutrition
- Fitness for Special Populations

For information, please contact the Dean's Office at 718-780-6578, fax 718-780-4561, or visit the website at www.liu.edu/brooklyn/shp.

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Criminal Background Checks and Drug Testing

Many clinical/field experience affiliates, i.e., hospitals and clinics now require the completion of criminal background checks and/or drug testing for employees, volunteers and students affiliated with the site. Therefore, School of Health Professions students who plan to participate in a clinical/field experience may be asked to undergo a criminal background check, and/or a drug screen. A criminal conviction and/or the use of illegal drugs may impede or bar your entry into your chosen field of study. Students desiring entrance into the School of Health Professions should be aware that our clinical/field affiliates have the right to reject or remove a student from the site if a criminal record is discovered or if a drug test is positive. In the event that a student is rejected from a clinical/field site due to information contained in the criminal background check, or drug screen, you may be unable to complete a required clinical/field experience. If you are unable to complete program requirements, you may be advised to withdraw from the program.

In addition, School of Health Professions students should be aware that the presence of a criminal record could result in the refusal of the licensing/ certification/registration agencies (NBRC and or state licensing board) to issue the credential or license to practice. Prospective students are strongly encouraged to contact pertinent state licensing board to inquire whether a criminal record, including driving offenses would preclude the individual from eligibility to obtain a license/certification.

DIVISION OF ATHLETIC TRAINING, HEALTH AND EXERCISE SCIENCE

Division Director and Associate Professor: Eugene Spatz, M.S.

Associate Professor: Kevin Duffy, M.S., ATC, CSCS, CES, PES, Director, Athletic Training Education Program; Tracye Rawls-Martin, M.S., ATC

Assistant Professors: Gary Bernstein, M.S.; Brian Gilchrist, Ph.D.; Amerigo Rossi, B.A., M.S.; Melissa Lent Teixeira, M.S.Ed., Associate Director of the B.S. in Health Science Program; Scott Westervelt, M.S., Director of Practicum for the Health Science Program; Nikki Carosone Russo, M.S., ACSM cPT, Student Service Advisor for the B.S. in Health Science Program; Leeja Carter, Ph.D.; Bryn Van Patton, MS Ed, ATC, EMT, Clinical Coordinator, Athletic Training Education Program; Anthony Ricci, MS, CNS
Adjunct Faculty: 60

M.S. in Exercise Science

The Masters of Science in Exercise Science offers a comprehensive educational experience including lectures and laboratories on the constructs and applications of advanced exercise physiology. Specific concentrations serve to position graduates and career professionals in an ever-changing health care environment. The program is designed to enhance students' marketability by combining sports nutrition with three well-established and popular areas of study: exercise physiology, strength and conditioning and fitness for special populations. Although there are three distinct areas of study, the program also offers academic flexibility with several elective courses. In addition, an active research laboratory allows students the opportunity to pursue their own data collection or get involved as a volunteer or graduate assistant. The M.S. curriculum has an overall credit requirement of 36 credits with the intention of developing graduates that can be competitive across the academic and career landscape while providing students with an education that is both satisfying and valuable.

The concentrations for the M.S. in Exercise Science include:

- Exercise Physiology and Sports Nutrition
- Strength and Conditioning and Sports Nutrition
- Fitness for Special Populations

Admission Requirements

To qualify for acceptance into the M.S. in Exercise Science program:

- Entering students (including transfer students) must have an undergraduate GPA of 2.5 or higher
- Submit a general application for admission through My LIU
- The application must be accompanied by at

least two letters of reference (preferably one academic and one personal)

To qualify for acceptance into any of the three concentrations students must:

- Must have a bachelor's degree from an accredited college
- Attain a grade point average of 2.5 or above
- Undergo an interview with the director of the concentration

M.S., Exercise Science

[Program Code: 06922]

Must Complete All Core Courses Listed Below.

EXS	501	Exercise Physiology in Chronic Disease I	3.00
EXS	510	Nutrition and Wellness in Physical Activity	3.00
EXS	524	Exercise and Fitness for People with Disabilities	3.00
EXS	535	Field Experience I	3.00
EXS	540	Research Methods in Exercise Science	3.00

Fitness for Special Populations Track

Select 9 Credits for Fitness for Special Populations Track Requirements.

EXS	592	Physiology of Exercise for Healthy and Aging	3.00
EXS	530	Adapted Physical Activity for Individuals with Autism	3.00
EXS	600	Exercise Physiology in Chronic Disease II	3.00
EXS	620	Analytical Approach to Exercise Prescription	3.00

Exercise Physiology and Sports Nutrition Track

Select 9 credits for Exercise Physiology and Sport Nutrition Track Requirements.

EXS	600	Exercise Physiology in Chronic Disease II	3.00
EXS	653	Advanced Laboratory Techniques in Exercise Physiology	3.00
EXS	620	Analytical Approach to Exercise Prescription	3.00
EXS	645	Sport Nutrition and Pharmacology	3.00

Strength and Conditioning and Sport Nutrition Track

Select 9 credits for Strength and Conditioning and Sport Nutrition Track Requirements.

EXS	507	Corrective Exercise Specialist Preparation	3.00
EXS	508	Certified Strength and Conditioning Specialist Preparation	3.00

EXS	615	Performance Enhancement Specialist Preparation	3.00
EXS	645	Sport Nutrition and Pharmacology	3.00

ELECTIVE COURSES

Students are required to take 12 credits of electives. For students interested in completing a Master's thesis EXS 799 and EXS 899 are required. Students should discuss their plan of study and elective options with their advisor. Courses will be offered occasionally depending upon demand.

EXS	527	Grant Writing for Health & Fitness Professionals	3.00
EXS	507	Corrective Exercise Specialist (CES) Preparation	3.00
EXS	750	Alternative Therapies in Health	3.00
EXS	581	Psycho-Social Cultural & Political Aspects of Disability	3.00
EXS	799	Research Thesis I	3.00
EXS	899	Research Thesis H	3.00
EXS	593	Functional Movement, Assessment & Program Design	3.00
EXS	605	Nutritional Biochem	3.00
EXS	705	Individual Problems	3.00
EXS	700	Biomechanics of Human Performance	3.00
EXS	630	Physical Training & Conditioning	3.00
EXS	591	Entrepreneurship in Fitness & Health	3.00
EXS	650	Cardipulmonary Health & Disease	3.00
EXS	670	Research in Health, Exercise & Sport	3.00
EXS	518	Technology in Health & Disease	3.00
EXS	500	Personal Training Certification Preparation	3.00
EXS	502	Inclusive Fitness Certification	3.00
EXS	680	Clinical Exercise Specialist Certification Preparation	3.00
EXS	653	Advanced Laboratory Techniques Exercise Physiology I	3.00

EXS 654	Advanced Laboratory Techniques Exercise Physiology II	3.00
EXS 545	Field Experience II	3.00
EXS 565	Psychology of Exercise and Physical Activity	3.00
EXS 560	Sports Psychology	3.00
EXS 591	Entrepreneurship in Fitness and Health	3.00
EXS 720	Neuroscience and Physical Development	3.00
EXS 520	Program Design in Adapted Physical Education	3.00
EXS 575	Fitness Management	3.00
EXS 571	Psychology of Flow, Peak Performance, and Peak Exp.	3.00
EXS 701	Sport Psychology Seminar	3.00
EXS 555	Weight Management	3.00
EXS 556	Viamins, Minerals and Phytonutrients	3.00
EXS 566	Peak Sports Psychology Sem I	3.00

Credit and GPA Requirements

Minimum Total Credits: 36
 Minimum Major GPA: 3.0

B.S./M.S. in Athletic Training

The 158-credit dual B.S./M.S. degree in Athletic Training, offered by the Athletic Training Program (ATP), prepares students to take the Board of Certification (BOC) exam to enter the field as a certified athletic trainer (ATC®). One of only four B.S./M.S. programs offered in the United States, the ATP is accredited by the Commission on Accreditation of Athletic Training Education (CAATE), and provides entry-level students with learning experiences in the classroom setting, that are supplemented by a broad array of professional field experiences.

The comprehensive curriculum is divided into two phases: a three-year, pre-professional phase and a two-year, professional phase. Students entering without a bachelor's or an associate's degree are required to complete the full five years of study. Those holding a previous degree are required to complete two years professional phase of study, providing there are adequate credits in liberal arts and sciences for the bachelor's portion of the degree.

The expanded, two-year professional phase offers students the chance to take more advanced courses, train with mentors, and the opportunity to integrate a variety of clinical education experiences. Students will also have the opportunity to earn additional professional

credentials including the CSCS, CES, and ISSN. At the end of the professional phase, students will receive a combined Bachelor of Science/Master of Science degree and will be eligible to sit for the Board of Certification examination for Certified Athletic Trainer to earn the ATC® credential.

Hallmarks of the ATP include clinical learning experiences with opportunities for students to work side-by-side with highly experienced certified athletic trainers; state-of-the-art laboratory facilities that allow students to gain significant experience in all areas of clinical practice; individualized instruction provided by advanced teaching fellows; and a mentorship program that promotes further sharing of knowledge and experience.

Program Goals

- To prepare student to pass the BOC examination for athletic trainers through required GPA and competency/proficiency evaluation minimum
- To offer clinical experiences in appropriate settings that provide adequate exposure to required clinical education competencies and proficiencies
- To provide network opportunities for possible future employment

Accreditation

The program is registered with the New York State Education Department and is accredited by the Commission on Accreditation of Athletic Training Education (CAATE).

Athletic Training Candidacy

Prior to entering the professional phase of the Athletic Training program, students can attend LIU Brooklyn on a part- or a full-time basis, completing their courses in the pre-professional phase of the program. Students have at least three years to explore their career choice, complete the required athletic training volunteer experience, demonstrate their academic ability and complete their prerequisite work.

At the end of their pre-professional course of study, students apply for admission into the professional phase of the program. Admission to the professional phase is both competitive and selective. A limited number of students will be admitted annually. Enrollment in the pre-professional phase and meeting minimum application criteria does not by itself guarantee entrance into the professional phase of study.

Application to the Professional Phase

All pre-athletic training candidates, LIU students and transfer applicants seeking admission to the program's professional phase must:

- Have a cumulative college grade point average of at least 2.75 or better
- Have satisfactorily completed all prerequisite work
- Submit official transcripts from all colleges and universities attended (Grades more than 10 years old cannot be accepted.)
- Submit two letters of recommendation from individuals involved in the field of athletic

training (at least one from an ATC)

- Submit a completed Athletic Training professional phase program application
- Have completed a minimum of hours of volunteer work experience under the supervision of a certified athletic trainer
- Completed at least 91 credits prior to application into professional phase.
- Meet the technical standards of the program (see technical standards below)

Transfer Student Policy

Students from other colleges and universities who satisfy the prerequisite requirements may apply for admission to the professional phase of the B.S./M.S. degree program. However, the student must first be accepted to LIU Brooklyn as an undergraduate transfer student through the Office of Admissions application process. Once Office of Admissions accepts the student, the application to the professional phase will then be evaluated. At this time, students may petition the program for acceptance of the following professional phase courses from their previous institution: SPS 151,152,189. No other professional phase SPS or EXS courses are eligible for transfer.

Technical Standards for the Athletic Training Program

The Athletic Training Program (ATP) at LIU is a rigorous and intense program that places specific requirements and demands on the students enrolled in the program. An objective of this program is to prepare graduates to enter a variety of employment settings and to render care to a wide spectrum of individuals engaged in physical activity. The technical standards set forth by the ATP establish the essential qualities considered necessary for students admitted to this program to achieve the knowledge, skills, and competencies of an entry-level athletic trainer, as well as meet the expectations of the program's accrediting agency (Commission on Accreditation of Athletic Training Education [CAATE]). Please refer to the Athletic Training Student Handbook regarding the ability to meet the technical standards.

Student Health Records

Students must annually present a completed LIU Health Examination Form. This includes the requirement of providing proof of immunization, including HBV. Please refer to the Athletic Training Student Handbook for the specific details, including cost, as well as the form.

B.S. / M.S., Athletic Training

[Program Code 24403]

Graduation Requirements

Students must satisfy the Placement, Proficiency, Orientation and Core Curriculum criteria outlined in the Graduation Requirements section of this bulletin.

Core Curriculum requirements for this major are summarized below:

Core Seminar 3 credits

Humanities

English Composition	3 credits
English Literature	6 credits
Philosophy	6 credits
Foreign Language	Not Required

Social Sciences

History	6 credits
Psychology	3 credits
Social Sciences (ANT, ECO, POL, SOC)	3 credits

Science and Mathematics

Mathematics	3-4 credits
Laboratory Science (BIO 3)	4 credits

Communication, Visual & Performing Arts

Speech	3 credits
Visual & Performing Arts (ART, DNC, MUS, THE)	Not Required

Ancillary Course Requirements:

Must complete the following science courses.

BIO	137	Human Anatomy and Physiology I	4.00
BIO	138	Human Anatomy and Physiology II	4.00
CHM	3X	General Chemistry	4.00

Choose one of the following Math courses.

MTH	100	Introductory Statistics	3.00
PSY	150	Statistics in Psychology	3.00
PHY	20	The Physical Universe	4.00

Major Requirements

Must Complete All Undergraduate Courses Below.

SPS	143	Responding to Emergencies in Sport and Physical Activity	3.00
SPS	144	Principles of Taping, Bracing and Protective Athletic Equipment	2.00
SPS	147	Concepts in Athletic Training	2.00
SPS	151	Functional Kinesiology	3.00
SPS	152	Exercise Physiology I	3.00
SPS	162	Introduction to Clinical Education in Athletic Training	3.00
SPS	172	Clinical Assessment of the Lower Extremity	4.00
SPS	173	Clinical assessment of the Head, Neck & Upper Extremity	4.00
SPS	189	Basic Biomechanics and Motion Analysis	3.00

Must Complete All Graduate Courses Below.

EXS	507	Corrective Exercise Specialist Prep	3.00
EXS	508	Strength and Conditioning Certification Preparation	3.00
EXS	540	Research Methods in Exercise Science	3.00
EXS	576	Therapeutic Exercise in Athletic Training	3.00
EXS	577	Therapeutic Modalities in Athletic Training	3.00
EXS	645	Sports Nutrition and Pharmacology in Sports	3.00
EXS	655	Pathology and Illness in Sport and Physical Activity	3.00
EXS	660	Clinical Education in Athletic Training II	4.00
EXS	709	Clinical Education in Athletic Training III	5.00
EXS	710	Organization and Administration in Athletic Training	3.00
EXS	711	Clinical Education in Athletic Training IV	4.00
EXS	721	Seminar: Current Issues and Topics in Athletic Training	3.00

Credit and GPA Requirements

Minimum Total Credits: 158
 Minimum Liberal Arts and Sciences Credits: 64
 Elective Credits: 27
 Minimum Major AT Credits Undergraduate: 27
 Minimum Major AT Credits Graduate: 40
 Minimum Credits of Courses > 100 Level: 48
 Ancillary Course Requirements: See Above
 Minimum Major GPA: 2.75
 Minimum Overall GPA: 2.75

Exercise Science Courses

EXS 500 Personal Training Certification

Preparation

This course will provide students with the most current state-of-the-art fitness education. Students will be expected to have a firm grasp of the theories and facts involved with practical fitness testing and programming. Students will apply this information in a practical setting through the performance of laboratory exercises. Each lab will address the knowledge and skills that a fitness professional must possess to safely implement effective fitness programs. Students will be prepared to take personal training certification exam offered by the National Academy of Sports Medicine (NASM). This course has an additional fee.

Credits: 3

Every Fall, Spring and Summer

EXS 501 Exercise Physiology in Chronic Disease I

A course designed to provide students with an in-depth understanding and appreciation of the effect of exercise in chronic illness. Class activities include theory-based lectures; group case studies and role-play using standardized patients. Students will learn how to analyze and interpret exercise and medical data as it relates to disease, and prescribe appropriate exercise parameters. This course has an additional fee.

Credits: 3

Every Fall and Spring

EXS 507 Corrective Exercise Specialist (CES)

Preparation

This course is designed to enable fitness professionals to expand their knowledge and abilities in human movement science. Students develop an expertise in injury prevention and recovery working with deconditioned and conditioned populations. Specifically students learn the movement assessment process using the Functional Movement Screen, gait analysis etc., and develop an individualized correct exercise program. Common conditions include low back pain, ACL injuries and muscle imbalance. The course prepares students for the well-recognized NASM Corrective Exercise Specialist (CES) exam. This course has an additional fee.

Credits: 3

Every Fall

EXS 508 Certified Strength and Conditioning Specialist (CSCS) Preparation

This course covers topics such as sports physiology, sport specific conditioning and training, exercise physiology, instructional techniques, pediatric sports, functional movement training and developing balance, mobility, agility, speed, strength and power of an athlete. Students will learn program design variables for improving these areas. Students will be prepared to sit for the CSCS Certification exam administered by the National

Strength and Conditioning Association (NSCA).

Credits: 3

Every Fall

EXS 510 Nutrition and Wellness in Physical Activity

A course designed to expose students to basic concepts of nutrition for non-athletic and athletic populations. Students will be introduced to daily requirements for macro-nutrients and will also analyze a nutritional recall. Emphasis is also placed on current nutrition and exercise guidelines essential for a healthy quality of life. This course has an additional fee.

Credits: 3

Every Fall

EXS 518 Technology in Health and Disease

This course will explore the use of new devices and technologies currently utilized to monitor, assess, and evaluate healthy and disease states. Students will learn the theory behind the engineering of such devices as heart rate monitors, pedometers, accelerometers, and automated systems. Students will also have the opportunity to experience these items in real-time setting.

Credits: 3

On Occasion

EXS 520 Program Design in Adapted Physical Activity

An examination of the methods and techniques applicable to the planning and design of individualized adapted physical activity and daily living programs for people with developmental disabilities. Skills are developed in designing rubric assessments, data collection, identification of appropriate goals and objectives, task analysis, modification of equipment and activities, picture rehearsals, prompts and program evaluation.

Credits: 3

On Occasion

EXS 524 Exercise and Fitness for Special Populations

This course provides didactic and practical experiences in developing exercise programs for individuals who have a specific disability or health limitation including aging, arthritis, diabetes, intellectual disabilities, spinal cord injuries and asthma. This course covers applied methods of exercise prescription for individuals who require adaptations and modifications to an exercise program. This course covers a brief summary of the physiology and pathophysiology of each condition, selected research on each disability or health condition and translation of the research in practical exercise guidelines and functional fitness activities to facilitate effective program development. Class activities will include theory-based lecture and practical experiences in the functional training lab.

Credits: 3

Every Fall and Spring

EXS 527 Grant Writing for Health and Fitness Professionals

This course will provide an introduction to the basic skills, principles, and techniques of successful grant writing. Students completing the course will work to gain an understanding of fundamental components of a grant proposal such as the abstract or summary, background and significance, specific aims/goals and objectives, project design and methods, sustainability, assessment, broader impacts, budget, and budget justification. Students will further learn how to locate available funding opportunities from Federal and private institutions, focus on skills needed to develop competitive grant proposals and finally prepare a complete grant proposal to an agency of their choice. If the student is planning to continue their education onto the doctoral level in any biomedical related discipline will be encouraged to submit to the NIH Ruth L. Kirchstein MRSA Service Award. Applications will be reviewed prior to submission by a mixed board of internal and external reviewers to enhance competitiveness of applications and to provide feedback for further development of a competitive application.

Credits: 3

On Occasion

EXS 530 Adapted Physical Activity for Individuals with Autism

This course provides students with the opportunity to learn applied behavior analysis (ABA) and its application to teaching exercise and fitness skills to people with autism. Topics include exercise physiology adaptations of balance, coordination, strength and endurance, task analysis of exercises, prompting continuum, environmental equipment and instructional modifications, reinforcement, discrete trial communication and rubrics assessment of exercise skills.

Credits: 3

Every Spring

EXS 535 Field Experience I

An opportunity for the student to gain experience in his or her chosen track by spending a minimum of 125 hours at a public or private organization. Students will be placed in areas related to their selected track: Exercise Physiology and Sports Nutrition, Strength and Conditioning, or Fitness for Special Populations.

The pre-requisite of EXS 501 is required.

Credits: 3

Every Semester

EXS 540 Research Methods in Exercise Science

An introduction to various types of research designs and statistical methods relating to physical activity within the disciplines of exercise physiology, fitness for special populations, strength and conditioning, and athletic training. The student also learns to work with basic statistical research in the formulation of the various study designs. The student is able to apply the above to solve a

particular research problem in their respective profession.

Credits: 3

Every Fall and Spring

EXS 541 Research Methods in Athletic Training

Research Methods in Athletic Training will be designed to provide students with the essential knowledge and skills of various types of research designs and statistical methods related to the discipline of athletic training. Students will learn to work with basic statistical research in the formulation of various research designs. Students will learn to apply the above concepts to appropriately identify and solve various research questions. Students will learn the components of a literature review and will practice at reading research articles in exercise science.

Credits: 3

Every Fall and Spring

EXS 545 Field Experience II

An opportunity for the student to gain additional experience in his or her chosen track by spending a minimum of 90 hours at a public or private institution. Students will be placed in areas related to selected track: Exercise Physiology and Sports Nutrition, Strength and Conditioning, or Fitness for Special Populations.

Credits: 3

Every Semester

EXS 555 Nutrition for Weight Management

This courses will present students with the latest research in managing an optimal weight. Students will gain an in-depth understanding of weight management and health issues associated with being overweight, obese or underweight and examine factors affecting weight (is it just food, calories in calories out, sedentary lifestyle, genetics, hormonal or environmental). This class will provide students with the accepted parameters of health weight loss, healthy weight gain, and teach how to calculate these parameters and properly lose body fat and gain lean muscle. Additionally, students will explore weight management in different health care settings: hospitals, nursing homes, long term care facilities, and the role of proper nutrition as a means for preventing obesity associated chronic diseases, such as cardiovascular and Type II diabetes.

Prerequisite of EXS 510 is Required

Credits: 3

Every Fall

EXS 556 Vitamins, Minerals and Phytonutrients

This course will present students with an in-depth review of the role of vitamins, minerals and phytonutrients in promoting health and preventing disease. The course will review the structure of specific micronutrients, and their role in important metabolic processes such as energy production, their role in gene expression and DNA synthesis, and their specific roles in the prevention of chronic diseases. Students will review symptoms and

consequences of vitamin and mineral deficiencies and toxicity, biomarkers and measures of micronutrient status, and review current research on vitamin and mineral supplementation.

Additionally, students will explore the role of phytonutrients in the prevention of chronic diseases and athletic performance, with a focus on specific physiological benefits and mechanisms of action. The course will address current supplementation practices and recommendations for specific nutrients, both in clinical and athletic settings based on health status and standards. Finally, students will explore various food sources of micronutrients and develop an understanding of how to structure a micronutrient-rich diet to prevent deficiencies and meet specific health and performance related needs and goals. Students should have a basic nutrition course before this course.

Credits: 3

Every Fall

EXS 560 Sports Psychology

This course will enable students to apply the basic principles of sport psychology directly to competitive athletes. By understanding the relationship between sport psychology and athletic performance, students will be better prepared to achieve professional goals in the areas of coaching, exercise science and strength and conditioning for athletes.

Credits: 3

Every Spring

EXS 566 Peak Sports Psychology Seminar I

This course occurs in the Center for Performance Excellence in Applied Kinesiology (PEAK) and is a graduate-level independent study. This is the first of a two-semester practicum in the MS in Exercise Science program for students seeking experience in applied sport psychology. Students will participate in a minimum of 125 hours of intense supervised exercise and sport psychology-related training, practice and education. The first practicum provides the foundation of applied sport psychology preparing students in: 1) competence in sport psychology service delivery; 2) problem-solving skills; 3) integrating and applying knowledge from practice and research to work with clients.

Credits: 3

Every Fall

EXS 567 Advanced skills in applied sports and exercise psychology

Advanced Skills in Applied Sport and Exercise Psychology will teach students effective communication and interviewing techniques keeping in mind ethical practice in applied sport and exercise psychology. This course focuses on interviewing skills and strategies to build healthy, supportive, and therapeutic working relationships with athlete(s) and/or exerciser(s) across the lifespan. In addition, using evidenced-based counseling, health, and exercise psychological

principles, theories, and techniques, students will develop the foundational skills needed to communicate within health and/or exercise settings. This course will be taught in a blended environment which will include online activities and in-class workshops that will require students to apply and practice course material in both traditional and online classroom environments.

Credits: 3

Every Fall

EXS 571 Psychology of Flow, Peak Performance and Peak Experience

Flow, colloquially referred to as "being in the zone," is defined as an intrinsically motivating and joyful experience created when athletes or performers are fully immersed in an activity. This cognitive state goes beyond mere concentration and involves challenging, goal-directed behavior that produces a feeling of full absorption within the given task. Flow is often compared to the peak moments of peak experience and peak performance, and while these experiences share similarities, there are distinct differences. This course will provide an in depth discussion of the psychology of flow, peak experience, and peak performance as it relates to physical activity engagement, athletic performance, and non-athletic performance.

The pre-requisite of EXS 540 is required.

Credits: 3

On Occasion

EXS 576 Therapeutic Exercise in Athletic Training

A review of the knowledge and skills in therapeutic exercise required of the entry-level athletic trainer, including planning, implementing, documenting, and evaluating the efficacy of therapeutic exercise programs for the rehabilitation/reconditioning of injuries and illnesses of the physically active.

The pre-requisite of HS 577 is required or permission

Credits: 3

Every Spring

EXS 577 Therapeutic Modalities in Athletic Training

A review of the knowledge and skills in therapeutic modalities required by an entry-level athletic trainer, including planning, implementing, documenting, and evaluating the efficacy of the modalities used in the treatment and rehabilitation of injuries/illnesses of athletes.

The pre-requisite of SPS 173 is required or permission of the Division.

Credits: 3

Every Fall and Spring

EXS 578 Psychology of Women in Sport and Physical Activity

The Psychology of Women in Sport and Physical Activity takes an interdisciplinary approach to examining the social, cultural, political, and environmental influences on health and physical activity among women. In addition, the student will

learn theoretical and philosophical perspectives on gender and sport as well as contemporary issues related to women and sport from historical, psychological, and sociological perspectives.

Credits: 3

Every Fall

EXS 581 Psycho-Social, Cultural and Political Aspects of Disability

This course examines basic principles and philosophies of disability in relationship to institutionalization, normalization, inclusion, diversity and disability rights movement, employment, government policies and international perspectives.

Credits: 3

On Occasion

EXS 591 Entrepreneurship in Fitness and Health

This course aims to provide the student with a hands-on introduction to the venture creation process of business with a strong influence and direction toward fitness/wellness entrepreneurship. This course is designed for a variety of student interests and backgrounds. It directly addresses the concerns of students wanting to become entrepreneur in the future. This course will take the student from the innovation stage to the expanding or ending the venture.

Credits: 3

Alternate Spring

EXS 592 Physiology of Exercise for Healthy and Aging

This course applies the science of exercise physiology to an analysis of the aging process. It identifies the positive effects that regular exercise and physical activity have on longevity, delaying specific diseases, decreasing morbidity and increasing quality of life. Course content focuses on three groups found in the aging and health spectrum; average aging individuals, frail elderly and master athletes.

The pre-requisite of EXS 524 is required.

Credits: 3

Alternate Spring

EXS 600 Exercise Physiology in Chronic Disease II

Lecture topics in this course will focus on pathophysiological content related to chronic disease. Students will learn how to apply testing and training techniques used in chronic disease populations through role play and simulated environments. The latest concepts of the role of exercise, fitness, and physical activity on diseases such as asthma, type II diabetes, obesity, heart failure, osteoporosis, and aging will be discussed. There will also be a laboratory focus on diagnostic testing (e.g., ECG) in chronic conditions (i.e., asthma, COPD, CAD).

The pre-requisite of EXS 501 is required.

Credits: 3

Every Spring

EXS 615 Performance Enhancement Specialist Preparation

Students will learn progressive integrated training techniques and programs to enable athletes to perform at the highest level. Utilizing National Academy of Sports Medicine (NASM) optimum performance training methodology, students will learn how to individualize training programs and deliver consistent results in performance enhancement and reconditioning. Additional course fees will cover review materials and registration for the NASM PES Certification exam.

Credits: 3

Every Spring

EXS 620 Analytical Approach to Exercise Prescription

Students will undergo informative discussion on the basic components of fitness and their relation to assessment and evaluation of athletes, non-athletes and special populations. This course will consist of a strong practical component where under the supervision of a faculty member, students develop a model program of exercise prescription focused on current recommendations for fitness and health, emphasizing metabolic equations set forth by governing bodies such as the American Heart Association and the American College of Sports Medicine. This course is appropriate for students interested in clinical work upon graduation.

Credits: 3

Every Spring

EXS 645 Sports Nutrition and Pharmacology in Sports

This course will cover content related to pharmacology and supplementation and is designed to meet specific athletic training competencies in pharmacology. Course content will provide students with a strong foundation in the area of sports nutrition and supplementation. The impact of supplementation, nutrition and pharmacological agents on athletic performance will be discussed. The content of this course is designed to equip students with the knowledge, skills and abilities necessary to become certified sports nutritionists via the International Society of Sports Nutrition (ISSN). Course activities will include current topic debates, theoretical concepts and analysis of current research in the areas of pharmacology and sports nutrition.

Credits: 3

Every Spring

EXS 650 Cardiopulmonary Health and Disease

This course is designed to provide the student with a basic understanding of current topics in cardiovascular health, the pathophysiology of disorders limiting exercise, the significance in athletes and those with such conditions/disease, and management of these disorders through exercise and nutrition. Topics to be addressed include, cardiomyopathies, ischemia, infarction,

coronary artery disease, valvular diseases, peripheral arterial diseases, and atherosclerosis. Special topics to be covered include; the affects of obesity, metabolic syndrome, diabetes mellitus, and endocrine disorders on the cardiovascular systems. Additionally an emphasis on the affects of nutrition and exercise on cardiovascular health and disease will pervade each discussion and will be also addressed as independent topics.

The pre-requisite of HS 501 is required.

Credits: 3

Every Fall

EXS 652 Overview of Diagnostic Testing

Students will be introduced to theoretical and practical aspects of diagnostic testing, including x-ray, MRI, CT Scan, Cardiopulmonary testing, electrocardiography. Class discussions will focus on the use of these tools and their impact in medicine in past, present, and future.

Credits: 3

On Occasion

EXS 653 Advanced Laboratory Techniques in Exercise Physiology

An exploration of new techniques to test the limits of exercise science. Students will participate in class discussions related to venous occlusion plethysmography, isokinetic assessment, and lactate threshold testing. Practical applications in the laboratory will allow for students to experience first hand, how these techniques can be used by an exercise physiologist for teaching and research purposes.

The pre-requisite of EXS 501 is required.

Credits: 3

Every Fall

EXS 655 Pathology and Illness in Sport and Physical Activity

The study of disease processes associated with a variety of systems of the human body including, but not limited to cardiovascular, neurological, musculoskeletal, gastrointestinal, renal, hepatic, and respiratory systems. Special emphasis is placed on the relationship between a variety of such diseases and how they may affect human performance and rehabilitation. Demonstration and laboratory reinforced material presented in lecture.

Credits: 3

Every Spring

EXS 660 Clinical Education in Athletic Training II

This course requires the student to apply their knowledge in a hands-on, practical environment suitable for athletic training student. Each student is assigned to a Preceptor in a clinical situation according to each individual plan of study. The focus of this course is on the head, neck, and spine, as well as the upper extremity, including the shoulder, elbow, forearm, wrist and hand. Additionally, the student will be responsible for skin condition recognition. The student is

responsible for the recognition, evaluation, and immediate care of athletic injuries to this region, while under the direct supervision of a qualified certified athletic trainer/Preceptor. This course requires additional hours (minimum of 150 hrs) in the clinical setting in addition to the standard meeting times listed in the schedule of classes. This course has an additional fee. Open only to Athletic Training students.

The pre-requisite of SPS 165 and 173 are required.

Credits: 4

Every Fall

EXS 661 Clinical Education in Athletic Training III

This course will require the students to apply their knowledge in a hands-on, practical environment suitable for athletic training students. Each student will be assigned to a Preceptor in a clinical situation according to each individual plan of study. The focus of this course will be on the collection of knowledge, skills, and values required of the entry-level Certified Athletic Trainer to plan, implement, document, and evaluate the efficacy of therapeutic rehabilitation program for injuries and illnesses of the physically active. Open only to the Athletic Training Students. This course requires additional time at the clinical site (minimum of 200 hours) in addition to class meeting schedule.

The pre-requisites of EXS 577 and 660 are required.

Credits: 3

Every Spring

EXS 670 Research in Health, Exercise and Sport: Reading Between the Lines

Past and current literature in health, exercise and sport will be discussed. Didactic and practical experience will encourage students to inquire as to what is truth and what is fluff. Students will also learn the techniques and process of writing a research paper, specific aspects such as introduction, methods, results and discussion will be explored.

The pre-requisite of EXS 540 is required.

Credits: 3

On Occasion

EXS 680 Clinical Exercise Physiologist Certification Preparation

This course will prepare exercise science students to take the American College of Sports Medicine (ACSM) certified Clinical Exercise Physiologist (CEP) exam. Students will learn how to conduct pre-participation health screening, maximal and submaximal graded exercise tests and perform strength, flexibility and body composition tests for patients and clients challenged with cardiovascular, pulmonary and metabolic diseases and disorders, as well as with apparent healthy populations. Additional course fee will cover review materials and registration for the ACSM and CES Certification Exam.

The pre-requisites of EXS 501, EXS 600 and EXS

653 are required.

Credits: 3

Every Spring

EXS 700 Biomechanics of Human Performance

The use of recently developed instrumentation to study applied anatomy and kinesiology of the human body. Analyses of normal and pathological conditions are studied and compared with emphasis on biomechanics of human performance. Demonstration and laboratory reinforce material presented. Recommended background in physics and kinesiology.

Credits: 3

Every Spring

EXS 701 Sport Psychology Seminar

This course will be conducted in LIU's Center for Performance Excellence in Applied Kinesiology (PEAK) and is a graduate-level, independent study course designed to expose students to a specific area of exercise and sport psychology. Students will gain or enhance exercise and sport psychology knowledge and explore an area of interest related to exercise and sport psychology research and/or practice. Students will participate in a minimum of 90 hours of intense, supervised exercise and sport psychology-related training, practice, and education. The student's final course grade is dependent on: 1) weekly attendance, 2) assistance with current sport/exercise psychology projects and 3) completion of a capstone project. 3 credits.

Credits: 3

Every Fall, Spring and Summer

EXS 705 Individual Problems

The course provides an opportunity to select and research a topic of interest. The student must present and orally defend his or her research findings.

Credits: 3

Every Fall, Spring and Summer

EXS 708 Clinical Education in Athletic Training III

The focus of this course will be on the collection of knowledge, skills and values required of the entry-level Certified Athletic Trainer to plan, implement, document and evaluate the efficacy of therapeutic modality and therapeutic exercise programs for the rehabilitation/reconditioning of injuries to and illnesses of the physically active. This course will reinforce competencies from SPS 173, EXS 576 and EXS 577. (300 hours).

Credits: 5

Every Fall

EXS 709 Clinical Education in Athletic Training IV

An opportunity for the student to apply his or her knowledge in a hands-on, practical environment suitable for athletic training student. Each student will be assigned to a Preceptor in a clinical situation according to each individual plan of study and fulfill all exposure requirements. The focus will be

on the collection of knowledge, skills, and values required of the entry-level Certified Athletic Trainer to plan, implement, document, and evaluate the efficacy of therapeutic modality programs for the rehabilitation/ reconditioning of injuries to and illnesses of the physically active.

This course requires additional hours at the clinical site (minimum of 200 hours) and the standard meeting times listed in the schedule of classes.

Open only to Athletic Training Students.

The pre-requisite of EXS 661 is required.

Credits: 3

Every Fall

EXS 710 Organization and Administration in Athletic Training

This course will cover the organization and administration of an athletic training facility. Review of topics include: written and electronic medical record keeping, medico-legal aspects, preparation of budgets, purchasing, facility design, personnel management, public relations, liability and health insurance.

Credits: 3

Every Fall

EXS 720 Neuroscience and Exercise

A study of the gross and microscopic structures and functions of the human nervous system, including the spinal cord and peripheral and autonomic nervous systems as they pertain to physical activity and disease. Laboratory examinations of human models are offered. A sequence of lectures is given with laboratory work.

Credits: 3

On Occasion

EXS 721 Seminar: Current Issues and Topics in Athletic Training

Students will participate in and lead discussions regarding current issues and topics (legislation, insurance, credentialing, etc.) in Athletic Training. It is designed to meet specific athletic training competencies in professional development. Students will also be required to develop healthcare educational programming specific to a target audience (i.e. poster presentations, lecture, etc.) in a professional forum.

Credits: 3

Every Spring

EXS 746 Multidisciplinary Approaches to Autism

This course will review autism spectrum disorders (ASD). There will be an emphasis on etiology, symptomology (i.e., social, communicative, motor, and stereotypical issues), identification, and appropriate supports for individuals with autism. The National Autism Council National Standards Project Report will be reviewed and discussed as a basis for developing evidence-based practice guidelines in working with individuals with ASD. Students will have an opportunity to be exposed to current research regarding ASD, as well as current legal issues, legislations and movements that define current practice in the field.

Credits: 3

Cross-Listings: CSP 746, EXS 746

On Occasion

EXS 750 Alternative Therapies in Health

A course designed to expand the knowledge of sports medicine practitioners in alternative approaches to health care. Students have the opportunity to learn and experience specific hands-on techniques used to enhance sports performance and activities of daily living. The students will be introduced to alternative modalities including Acupuncture, Herbal Medicine, Massage Therapy, Qui Kung exercise, Meridian Therapy and the concept of Yin-Yang. A review of both old and new case studies are used throughout the course to illustrate advances in the field of sports medicine.

Credits: 3

On Occasion

EXS 798 Research Thesis I

Students choosing this option will select a research topic in their field of study in consultation with a faculty advisor. Students enrolled for Thesis I will complete a written thesis proposal for faculty to review. The proposal should include the purpose, hypothesis, methodology and literature review. Implementation of their proposed research is contingent upon faculty and IRB approval. This course has an additional fee. Pass/Fail.

Credits: 3

On Demand

EXS 899 Research Thesis II

Students enrolled in this course will complete their research begun in Thesis I and writing a dissertation and oral defense. Issues regarding the statistical analyses and interpretation of research findings are of primary concern. The completion of the thesis is contingent upon faculty approval and meeting university guidelines for thesis submission. This course has an additional fee. Pass/Fail.

Credits: 3

On Demand

DEPARTMENT OF OCCUPATIONAL THERAPY

Academic Fieldwork Coordinators: Dale Coffin, M.S., OTR/L, Assistant Professor; Michelle Collins, M.S., OTR/L

Associate Professors: Michael Saraceno, M.A., OTR/L, CHT; Doris Obler, Ph.D. M.S.W., OTR/L
Assistant Professors: Marta Daly, MA, OTR/L; Lisa Gordon-Handler, MA, Ph.D., OTR; Keith Peterson, DPT to Assistant Professors;
Evening/Weekend Program Coordinators: Holly Wasserman, M.S. OTR/L Associate Professor
Adjunct Faculty: 17

The Occupational Therapy Program offers a dual B.S./M.S. degree. It is designed to educate entry-level occupational therapists whose skills and training prepare them to practice competently in the rapidly changing urban health care environment and to equip patients and clients with skills for the workplace and for home. The occupational therapy curriculum offers students the opportunity to focus on individual professional growth, to participate in community-service learning, to refine cultural sensitivity and practice skills, to use health promotion in community settings, to utilize activity to promote health and independence, and to develop the skills required to treat the whole person.

The Occupational Therapy Program is approved by the New York State Education Department and the Accreditation Council for Occupational Therapy Education. Occupational therapy is an upper-division professional program, spanning three years of full-time professional academic courses and clinical work that is integrated with several community-service learning experiences. The professional phase of the program also may be completed on a part-time basis over four years. Students must complete the liberal arts and sciences core curriculum, which offers a rich base of sciences, humanities and social sciences, before entering the professional phase of the program; a minimum of 64 credits in the liberal arts and sciences for the baccalaureate degree are required.

Occupational therapy is a vital health-care and rehabilitation profession whose practitioners help clients to develop or restore and sustain the highest quality of productive life to persons recovering from illness or injury. Occupational therapy is the therapeutic use of self-care, work/productive tasks and play/leisure activities to increase independent function, enhance development and prevent disability. The term occupation refers to activities that are meaningful to the individual within the environments in which the person lives and functions. Occupational therapy promotes healthy lifestyles, prevents disability and facilitates active participation through occupation. It includes adapting tasks and the environment to maximize independence and quality of life. Occupational therapists help people adapt to changes resulting from disability and the aging process, focus on

illness and injury prevention, and promote healthy and satisfying lifestyles for people of all ages.

Our faculty is actively involved in promoting community health and wellness through funded research and programs assisting people to achieve their highest level of functioning within the context of their own communities. Our students are involved in these activities as part of their training since their first year in our program. Using a variety of teaching methods and the integration of technology in the coursework, our students develop a comprehensive understanding of practice and build their research skills. Embedded in our curriculum are activities that enhance students' communication and critical thinking skills contributing to personal and professional growth. Our students are prepared for successful clinical careers and leadership roles within their professional community.

ADMISSIONS

Our program presents an excellent opportunity for high school students who want to pursue a degree in occupational therapy. High school students can complete a B.S./M.S. degree in Occupational Therapy in 5 years (2 years for the completion of the pre-requisites and 3 years for the professional phase of the program). Our program also presents a great opportunity for college students and college graduates with a degree in another field who want to pursue a career in occupational therapy.

Students seeking the entrance into health and human service professions should be aware that the presence of a criminal record can result in the refusal of licensing/certification/registration agencies to issue the credential needed to practice in the field of study. Prospective students are urged to contact the pertinent state and/or federal licensing board to inquire whether a criminal record will have an impact on your eligibility to obtain licensure or certification. A criminal conviction and/or the use of illegal drugs may impede licensure in New York State. Students who have had a prior conviction are advised to contact NBCOT (www.nbcot.org) for clearance before beginning their academic program. For a fee, NBCOT will review the circumstances which led to a conviction and the individual's personal record and render a decision concerning whether or not the individual would qualify to work as an occupational therapist.

Application Policies and Procedures

Both high school graduates and college transfer students may apply for admission to the Occupational Therapy Program, to which the following criteria apply:

Application Process for High School Students:

Students must have a minimum high school average of 85 and a minimum combined Scholastic Aptitude Test score of 1000 to apply as a pre-occupational therapy candidate. They need to apply using the LIU main application system from our Admissions office: www.liu.edu/Brooklyn/Admissions. Upon

acceptance students need to complete 64 pre-requisites and then apply for the professional phase of the program (please see details below). In order to maintain status as a pre-occupational therapy candidate and to apply to the professional phase of the program, students must maintain a minimum cumulative grade-point average of **3.0 in liberal arts and sciences courses. Grades below a C - are not acceptable in prerequisite courses.** Please note that LIU pre-occupational therapy students do not automatically enter the professional phase of the program. All students go through the application and selection process outlined below.

Application and Selection Process for College Students and Graduates:

The Department of Occupational Therapy accepts transfer students with or without a degree. Pre-OT and/or other majors (LIU) students can apply directly to the Department of OT at LIU (no OTCAS application is necessary). All students are required to submit 3 recommendation letters, personal statement, verification of a minimum of 50 hours of observation or volunteer work with a licensed occupational therapist; 50 hours is the minimum requirement and should be completed by the application deadline. It is recommended that candidates engage in more than the minimum hours and in more than one setting. Admission application and reference letter forms can be obtained from the OT Department (*2nd Floor, Pratts Building, Room 224, 718-780-4508*).00000

Transfer students need to apply via the OTCAS system: www.otcas.org. If you choose this system you do not need any additional applications or documents other than what the OTCAS requires. Please follow the directions that the OTCAS system provides and complete their on-line application. Our department has direct access to those records.

1. Students are required to provide the following items when submitting their application, or your application cannot be processed.

- 3 letters of recommendation
 - Your application will not be considered complete until all three reference letters are on file with OTCAS by the deadline
 - We REQUEST that letters of recommendation be completed by people who know you well; for example, college professors, academic counselors, and/or employers and by at least one occupational therapist.
- Personal Statement
 - In your personal statement explain your career goals, your interest in occupational therapy, past work/volunteer experience that is relevant, and if there is a specialized area of occupational therapy that interests you most. You may also wish to describe your experience with illness and disability, whether the experience is your own or that of a family member or close friend.
- Verification of a minimum of 50 hours of

volunteer work with a licensed occupational therapist. 50 hours is the minimum requirement and should be completed by the application deadline. It is recommended that candidates engage in more than the minimum hours and in more than one setting. We are requiring that verification of these hours are provided. OTCAS has a function that allows applicants to have their hours verified by either uploading a document or electronically requesting verification from the OT. Please make sure verification is submitted for all hours for consideration.

• Curriculum Vitae

INTERVIEW

2. Due to the competitive nature of the program, unfortunately, only eligible students will be invited for an interview. The following criteria will be considered to determine eligibility for an interview:

- Meeting application deadline with a verified application
- Cumulative GPA as well as Science GPA
- Volunteer experience and extracurricular activities
- Writing competency (personal statement, curriculum vitae)
- Letters of recommendation

The Department of Occupational Therapy publishes the application deadline on the website. All students accepted begin the program in the fall semester of each academic year. All prerequisite courses and volunteer work **must** be completed prior to entering the program in September. We encourage students to meet with faculty in the Department of Occupational Therapy to prepare their application and to make sure that prerequisites are completed.

Pre-requisites

College students wishing to transfer into the professional phase of the program must have a minimum cumulative grade point average of **3.0**. A **3.0** minimum cumulative grade point average is also required in both liberal arts and sciences courses. An **average GPA of 3.0** in the four biology pre-requisite courses is preferred (BIO 3, 4, 131 or 137, 13 or 138). Science grades more than 10 years old are not acceptable. Official transcripts from all colleges and universities attended are required.

Below are the prerequisite courses for current LIU students, LIU graduates, and transfer students from other colleges/universities:

Prerequisite Courses for LIU Students and Transfer Students Without a Degree

Biology (with lab)	(Bio 1 or 3, 2 or 4)	8 credits
Anatomy (with lab)	(Bio 131 or Bio 137)	4 credits
Physiology	(Bio 132 or Bio 138)	3 credits

Finite Math	(Math 16)	3 credits
Statistics	(Math 100, Psy 150)	3 credits
General Psychology	(Psy 3)	3 credits
Developmental Psychology	(Psy 107)	3 credits
Abnormal Psychology	(Psy 110)	3 credits
English Composition	(Eng 16)	3 credits
Core Seminar	(formerly Eng 17)	3 credits
English Literature	(Eng 61-64)	6 credits
Intro Sociology or Anthropology		3 credits
History	(His 1, 2)	6 credits
Philosophy	(Phil 61, 62)	6 credits
Oral Communication	(Spe 3)	3 credits
Liberal Arts		4 credits
		*64 credits

* Each Applicant is required to complete an additional 4 credits of *Liberal Arts or Science* course work and will accept OS 1 for **one** credit and 3 credits from an elective course. Computer Science, Education, and Physical Education courses are **not acceptable** for completion of the Liberal Arts and Science requirement. The total # of prerequisite credits required for graduation is *** 64 credits**. All prerequisite course work must be completed prior to initiation of professional phase course work.

Prerequisite Courses for LIU Graduates and Transfer Students With a Degree (Associate or Bachelor Degree)

General Biology (with lab)		8 credits
Anatomy (with lab)		4 credits
Physiology		3 credits
Algebra		3 credits
Statistics		3 credits
General Psychology		3 credits
Developmental Psychology		3 credits
Abnormal Psychology		3 credits
English Composition and/or Literature		6 credits

Intro Sociology or Anthropology 3 credits

***39 credits**

*The total prerequisite credit requirement for entry into the program is ***64 credits**. Completion of the 25 additional required prerequisite credits of Liberal Arts or Science course work must be evident on your transcript. Computer Science, Education, and Physical Education courses are not acceptable for completion of the Liberal Arts and Science requirement. All prerequisite course work must be completed prior to initiation of professional phase course work.

For more information about our program visit our website:

www.liu.edu/Brooklyn/Academics/Schools/SHP/Dept/Occupational-Therapy

Academic Standards

Once accepted into the Occupational Therapy Program, students must maintain a cumulative professional-phase grade point average of at least 3.0 each semester. Students also must meet standards of professional behavior with faculty, peers and clinical instructors. Upon completion of the curriculum, students are awarded a dual Bachelor of Science/Master of Science Degree in Occupational Therapy and are eligible to take the NBCOT exam.

Occupational Therapy Curriculum

The Occupational Therapy Program curriculum includes 122 credits in the professional phase of the program. Occupational therapy course offerings provide 23 credits of basic and medical science classes, 82 credits in occupational therapy theory and practice, and 17 credits of clinical education.

The developmental nature of our curriculum allows students to be introduced, practice and master, core competencies pertaining to the clinical practice of Occupational Therapy. The curriculum is brought to life through organizing strands, which serve to infuse the mission and philosophy of the program into each course. The courses are organized into sequences that aim to gradually enable students' learning and professional competency.

The organizing strands for the curriculum are:

1. Clinical reasoning/evidence-based practice/research
2. Engagement in meaningful occupation
3. Health promotion, prevention and wellness
4. Professional socialization/community service

The occupational therapy program will allow you to:

- Focus on your individual professional growth and development
- Participate in community service learning
- Enhance cultural sensitivity and practice skills
- Use health promotion in community settings
- Develop skills to treat the whole person including physical, cognitive and psychosocial needs
- Use purposeful activity to promote health and

independence

- Prepare for a successful career and leadership roles within the Occupational Therapy profession.

Students spend their first year completing 72 hours of community service that introduces them to service learning experiences related to life-span development and understanding of occupations. During the second of the curriculum students participate in an enriched clinical component (Fieldwork I) that includes several supervised part-time experiences with clients and patients of all ages, located in a variety of medical, educational and community-based organizations. In the third year, students participate for seven months in full-time fieldwork (Fieldwork II) that includes 3 rotations of 8-10 or 12 weeks in a variety of clinical, educational, or community settings (focus is on: mental health, physical disabilities, pediatrics). Students also have the unique opportunity to design and implement a four-credit research project in which they conduct a faculty mentored research project.

Community Service

Students will be prepared to ultimately work in the urban environment, which presents unique challenges to health care provision. Consistent with the mission of LIU Brooklyn to provide service to the community, occupational therapy students will participate in the Common Ground, a unique community service-learning program sponsored by the university. The curriculum emphasizes the importance of community service learning, cultural competence and the relationship of the environment to health and illness. It is critical that students have early and consistent exposure to the community facilitated through developmental learning activities. The community-based learning experiences will foster a deep appreciation of the broad spectrum of social, cultural, political, and economic forces that shape this environment and influence the individual in his/her daily activities and valued occupations.

During the course of the curriculum, students will have three placements in the community, and will participate in a capstone project in which they will develop a research project that promotes occupational therapy in a community setting or emerging practice area. This project will contribute to the goal of the occupational therapy educational program to prepare students who can effectively work in traditional and nontraditional settings (including health, social, and community agencies addressing health promotion, disease prevention and rehabilitation needs).

Fieldwork Education

Clinical practice constitutes an integral part of the course of study. It provides an excellent opportunity for students to acclimate themselves to the health care setting, practice selected aspects of occupational therapy, observe various types of health care settings, and develop your professional competence.

The clinical practice component begins with a

ten week clinical experience in the fall of the second professional year. The following clinical practice experiences gradually become more demanding and varied in nature. The program concludes in clinical internships with a minimum of 28 weeks in the fall/spring/summer semesters of your final graduate year at LIU Brooklyn (at which time students will be responsible for providing all occupational therapy services to their own caseload, under the supervision of licensed occupational therapists).

Many of our clinical/field experience affiliates now require the completion of criminal background checks and/or drug testing for employees, volunteers and students affiliated with the site. Therefore, the LIU Brooklyn students who plan to participate in a clinical/field experience may be asked to undergo a criminal background check and/or drug screen. A criminal conviction and/or the use of illegal drugs may impede or bar your entry into your chosen field of study. Students desiring entrance into the School of Health Professions should be aware that our clinical/field affiliates can reject or remove a student from the site if criminal record is discovered or if a drug test is positive. In the event that a student is rejected from a clinical/field site due to information contained in the criminal background check, or drug screen, you may be unable to complete a required clinical/field experience. If you are unable to complete program requirements, you may be advised to withdraw from the program.

Accreditation

The Occupational Therapy program is accredited by the Accreditation Council for Occupational Therapy Education (ACOTE) of the American Occupational Therapy Association (AOTA) located at 4720 Montgomery Lane, P.O. Box 31220, Bethesda, MD 20824-1220; (301) 652-AOTA. The program is registered with the New York State Education Department. Graduates will be eligible to sit for the national certification examination by the National Board for Certification in Occupational Therapy (NBCOT). After successful completion of that examination, the individual will be an Occupational Therapist Registered (OTR). Most states require licensure in order to practice; however, state licenses are usually based on the results of the NBCOT Certification Examination.

B.S./M.S. in Occupational Therapy

B.S. / M.S., Occupational Therapy

[Program Code: 21843]

Graduation Requirements

Students must satisfy the Placement, Proficiency, Orientation and Core Curriculum criteria outlined in the Graduation Requirements section of this bulletin.

Core Curriculum requirements for this major are summarized below:

Core Seminar	3 credits
Humanities	
English Composition	3 credits
English Literature	6 credits
Philosophy	6 credits
Foreign Language	Not Required
Social Sciences	
History	6 credits
Psychology	3 credits
Social Sciences (ANT, SOC)	3 credits
Science and Mathematics	
Mathematics	3 credits
Laboratory Science	7-8 credits
Communication, Visual & Performing Arts	
Communication	3 credits
Visual & Performing Arts (ART, DNC, MUS, THE)	Not Required

Ancillary Requirements: Must complete both courses

PSY 107	Developmental Psychology I	3.00
PSY 110	Abnormal Psychology	3.00

Must complete one of the following courses

MTH 100	Introductory Statistics	3.00
PSY 150	Statistics in Psychology	3.00

Occupational Therapy Pre-Professional Science Requirements

Choose 1 of the following:

BIO 131	Human Anatomy	4.00
BIO 137	Anatomy and Physiology I	4.00

Choose 1 of the following:

BIO 132	Human Physiology	3.00
BIO 138	Anatomy and Physiology II	4.00

Occupational Therapy Professional Phase Requirements

Occupational Therapy Professional Phase Year 1 Requirements

OT 100	Introduction to Occupational Therapy	2.00
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OT	106	Therapeutic Skills 1: Interpersonal Skills	2.00
OT	110	Human Development and Occupation 1: Pediatrics	3.00
OT	111	Human Development and Occupation 2: Adolescence/Adults	2.00
OT	112	Human Development and Occupation 3: Geriatrics	2.00
OT	119	Anatomy - Kinesiology	5.00
OT	120	Theory 1: Introduction	2.00
OT	121	Medical Conditions 1: Physical Disabilities in Adolescents, Adults and Geriatrics	3.00
OT	129	Kinesiology 2	4.00
OT	140	Neuroscience	5.00
OT	201	Professional Development 1: Occupational Therapy Student Academic Experience	2.00
OT	202	Professional Development 2: Communication Skills	1.00
OT	203	Professional Development 3: Advocacy and Disability Perspectives	1.00
OT	206	Therapeutic Skills 2: Group Process	3.00
OT	220	Theory 2: Learning Theories Applied to Practice	2.00
OT	301	Skills for Living 1: Play and Leisure	3.00
OT	302	Skills for Living 2: Work	3.00
Occupational Therapy Professional Phase Year 2 Requirements			
OT	122	Medical Conditions 2: Mental Health in Adolescents, Adults and Geriatrics	3.00
OT	200	Fieldwork Level I: Geriatric Practice	1.00
OT	205	Professional Development 5: Health Promotion	1.00
OT	210	Fieldwork Level I: Mental Health Practice: Adolescents and Adults	1.00

OT	215	Fieldwork Level I: Physical Disability Practice: Adolescents and Adults	1.00	
OT	303	Skills for Living 3: Self Care	3.00	
OT	306	Therapeutic Skills 3: Teamwork and Leadership	2.00	
OT	320	Theory 3: Comprehensive Models and Mental Health Sets of Guidelines for Practice	4.00	
OT	330	Practice 1: Mental Health - Adolescents, Adults and Geriatrics	5.00	
OT	420	Theory 4: Physical Disabilities Sets of Guidelines for Practice	5.00	
OT	430	Practice 2: Neurorehabilitation Adolescents, Adults and Geriatrics	5.00	
OT	431	Practice 3: Orthopedic Rehabilitation and Orthotics: Adolescents Adults and Geriatrics	4.00	
OT	432	Practice 4: Medical and Surgical Rehabilitation: Adolescents Adult and Geriatrics	2.00	
OT	506	Therapeutic Skills 5:	2.00	
OT	520	Technology and Assistive Devices	3.00	
OT	533	620	Theory 5: Research	3.00
OT	720	Medical Conditions 3: Pediatrics	2.00	
OT		Theory 6: Research Proposal		
OT		Theory 7: Community Practice & Health Promotion		
Occupational Therapy Professional Phase Year 3 Requirements				
OT	507	Therapeutic Skills 6:	3.00	
OT	510	Organization & Administration	5.00	
		Level II: Fieldwork I		
OT	511	Level II: Fieldwork II	5.00	
OT	512	Level II: Fieldwork III	4.00	
OT	513	Level II: Fieldwork IV (Elective)	2.00-4.00	
OT	530	Practice 5: Pediatrics	5.00	
OT	535	Fieldwork Level I: Practice 3: Pediatrics	1.00	

OT	716	Professional Development 6: OT Student Clinical Experience	1.00
OT	820	Theory 8: Community Practice Research Project	4.00

Credit and GPA Requirements

Minimum Total Credits: 150
 Minimum Liberal Arts and Sciences Credits: 64
 Minimum Major Credits Undergraduate: 84
 Minimum Major Credits Graduate: 33
 Minimum Credits of Courses > 100 Level: 48
 Ancillary Course Requirements: See Above
 Minimum Major GPA: 3.0
 Minimum Overall GPA: 3.0

Occupational Therapy Courses

OT 100 Introduction to Occupational Therapy

Introduction to the profession of occupational therapy including the history, philosophy, knowledge, skills and attitudes reflective of past, current and future practice. The course content introduces students to the nature of theory and the evolution of the profession related to practice, standards of practice, core values and attitudes, ethical and legal issues, roles and tasks of occupational therapists and certified occupational therapy assistants, the organizational structure of the professional association and accreditation and credentialing bodies and international resources. Trends are examined in health care and models of practice including wellness and health maintenance and health promotion in the context of social, economic, political, demographic and cultural factors that influence the delivery of services are addressed.

The pre-requisites of PSY 107, 110 and COS 50 are required.

Credits: 2

Every Fall

OT 106 Therapeutic Skills 1: Interpersonal Skills

This course will introduce the students to professional interpersonal skills and techniques used by Occupational Therapists across treatment settings and age groups. Students will both learn and practice skills including: therapeutic use of self, interviewing/counseling skills, assertive professional communication and therapeutic interaction. Students will begin to appreciate factors relevant to disability perspectives, cultural sensitivity, client-centered care and advocacy. Students will develop in their identity as a "Helping Professional" and will show sensitivity when using new interpersonal skills in the experiential setting.

Prerequisites: PSY 107 and 110, 1 Sociology or Anthropology course and Admissions to the OT program.

The pre-requisites of PSY 107 and 110; one Sociology or Anthropology course; and Admissions to the OT program are required.

Credits: 2

Every Fall

OT 110 Human Development and Occupation 1: Pediatrics

This course focuses on bio-psycho-social development from infancy through childhood. Concepts and theories of typical human growth and development across the life span will be presented as a context for understanding behavior and occupation. Age related occupations in infancy and childhood will be examined in the context of developmental theories. Current research findings will be integrated in the course to inform occupational therapists about human growth and development in sensory, motor, cognitive and psychosocial domains. Factors influencing growth

and development including the family, the social and physical environment, daily life experience, and the unique individual characteristics of the child will be incorporated throughout the course. The role of the occupational therapist in prevention and promotion of health and well being with pediatric populations will be introduced. Through volunteer work in a community service agency, students will have opportunities to develop observation and interaction skills with children in a naturalistic setting. A comprehensive understanding of childhood occupations is achieved through class activities and community service. Community service and course assignments also provide the opportunity for students to link classroom learning to both home and community practice settings.

The pre-requisites of PSY 107, PSY 110 and admissions to the OT program are required.

Credits: 3

Every Fall

OT 111 Human Development and Occupation 2: Adolescence/Adults

This course addresses human growth and development for adolescents and adults in the areas of neurosensory, motor, visual, perceptual, cognitive, physical, physiological and psychosocial skills. Principles of health promotion and disability prevention and the influences of culture and diversity are examined as they interface with the age-related needs and risks of this cohort. Students will examine the influence age-related life stages and development on occupations within the framework of performance skills and patterns and contexts. Students will be exposed to current research protocols and findings related to adolescents/adults development and their relationship to occupations and healthy lifestyle. This course is coupled with a community service learning experience in which students have the opportunity to integrate course content through lectures, seminar discussions, and community service experiences. Students also examine designated cultures and health related issues in depth using a problem based learning (PBL) approach.

The pre-requisite of OT 110 is required.

Credits: 2

Every Spring

OT 112 Human Development and Occupation 3: Geriatrics

Human development and occupation for elders is the core interest of this course. Development in the areas of sensory, motor, perceptual, physical, cognitive, physiological and psychosocial skills is examined. Principles of health promotion, disease prevention and the influences of culture and diversity are examined in depth. Assignments and community service experiences integrated in this course examine the role of age-related occupations on maturity, aging, death and dying, quality of life, and well-being. The course integrates performance skills, patterns and contexts as key factors in understanding changing occupational roles and the

process of adaptation in elders.

The pre-requisite of OT 111 is required.

Credits: 2

Every Summer

OT 119 Anatomy - Kinesiology

This course is an in depth study of the human body structure, functions and abnormal motion, with emphasis on the neuro-musculoskeletal systems. Structural interrelationships shall be examined as the basis for normal functions and as a means to understand structural and functional dysfunctions of body structures that affect body functions and occupational performance. The course facilitates students' understanding of neuro-motor substrates of human performance skills required to participate in meaningful occupations. Directed laboratory experiences are comprised of cadaver dissection, study of skeletal materials and anatomical models, surface anatomy, palpation, joint, and muscle function as well computer-assisted learning and video-tape presentation. Students obtain the background knowledge that assists them to understand, analyze and interpret neuro-motor body structures and functions that hinder occupational performance. All students must participate in cadaver dissection lab.

Pre-requisite of OT 140 is required.

Credits: 5

Every Spring

OT 120 Theory 1: Introduction

This course will provide the opportunity for students to learn about the theoretical foundations of the profession. Students will examine how theoretical information largely developed by the disciplines is used to support the development of (a) sets of guidelines for occupational therapy practice and (b) screening and assessment tools. Both non-occupational therapy theories and occupational therapy theories will be explored. Students will also learn how to read, critique, interpret and summarize research (basic and applied) regarding the reliability and validity of theories, and the effectiveness of guidelines for occupational therapy practice and screening assessment tools. The course has a writing intensive component in which students develop professional writing skills related to documenting evidence for practice. Language structure, format and argument development are emphasized. Students complete progressive assignments that are gradually revised using the professor's feedback, the assistance of writing tutors, and the use of googledocs. Finally students are introduced to clinical reasoning and decision making skills by assessing a client's occupational role dysfunction identify the impact of cultural, socioeconomic and political factors on their disability and determine an appropriate theoretically based OT intervention. Opportunities to practice clinical reasoning, professional writing and decision making skills are provided through case studies, media (e.g., books, film, and video) and scientific literature.

The pre-requisite of OT 100 and 201 are required.
Student must be admitted into the Occupational Therapy Program

Credits: 2

Every Spring

OT 121 Medical Conditions 1: Physical Disabilities in Adolescents, Adults and Geriatrics

This course is a study of the medical, neurological, and orthopedic conditions that commonly occur during the life span of adolescents, adults, and the elderly. An understanding of the etiology, pathology, signs and symptoms, treatment, psychosocial issues, and prognosis of common conditions and diseases are promoted. The influence of culture, diversity, environmental context, and the impact of occupation and health promotion are considered.

The co-requisites of OT 129 and 112 are required.

The pre-requisite of OT 119 is required.

Credits: 3

Every Summer

OT 122 Medical Conditions 2: Mental Health in Adolescents, Adults and Geriatrics

This course presents an overview of the medical, neurological and psychiatric conditions which commonly occur during the life span of adolescents, adults and the elderly, building upon prior course work in the basic science curriculum and growth and development. Students develop an understanding of medical and psychiatric conditions, the etiology, signs, symptoms and prognosis. Implication for the person's occupational roles and performance are examined. Occupational therapy practice is discussed with focus on the process of screening, assessment, treatment and reassessment. In addition, the influence of culture, ethnicity, health care policies and gender and its impact on occupation and health promotion are examined across the life span.

The pre-requisite of OT 112 is required. The co-requisite of OT 320 is required.

Credits: 3

Every Fall

OT 129 Kinesiology 2

This lecture/lab course provides an introduction to the analysis of the human motion. It includes the study of muscle function and biomechanics of the human body. The course content integrates principles of kinesiology with muscle testing and goniometry. Changes in movement patterns across the life span are included. It provides didactic and practical experience with examination of movement principles. The impact of biomechanics on functional performance is also discussed. Students learn to apply principles of kinesiology, muscle testing and goniometry in clinical cases.

The pre-requisite of OT 119 is required.

Credits: 4

Every Summer

OT 140 Neuroscience

This course provides students with an

understanding of the neuroanatomical and neurophysiologic substrates of normal and abnormal human behavior. The study of cortical and subcortical anatomy and physiology includes: cranial and peripheral nerves; the ventricular system; vascular brain anatomy; the neuron and neural activity; neurotransmitters, enzymes, and other neurochemicals; the autonomic nervous system; spinal cord tracts; and proprioceptors (muscle spindles and golgi tendon organs). The neuroanatomical and physiologic functions of special senses include: the vestibular system, vision, audition, olfaction, gustation, and proprioception. The neurologic substrates of motor control, stress/emotions/motivation, learning and memory, the aging of the brain, and neuroplasticity is also reviewed. Students will learn to use their knowledge of neuroanatomical and physiologic functions of the central nervous system (CNS) to understand CNS disease, dysfunction, and injury (e.g., spinal cord injury, traumatic brain injury, schizophrenia, coma, Parkinson's, sensory integrative disorders). Students will also use their knowledge of neuroanatomy and physiology to begin to understand the neurologic theories underlying specific occupational therapy practices (e.g., NDT - Neurodevelopmental Treatment, PNF - Proprioceptive Neuromuscular Facilitation, SI - Sensory Integration, and splinting and casting). Lab will provide the opportunities for students to directly examine human brain specimens, practice clinical neurologic exams, and develop clinical problem identification skills through case studies. During lab sessions students are also exposed to real life clients with neurological damages and learn the functional impact of the neurological problems (using the "clinic in the classroom" approach).

The pre-requisites of BIO 3, 4, 131 and 132 are required and the student must be in the Occupational Therapy major in order to register for this course,

Credits: 5

Every Fall

OT 200 Fieldwork Level I: Geriatric Practice

This course provides the opportunity for students to directly experience occupational therapy practice with a geriatric population in a clinical or community setting. Through fieldwork experience, students will begin to integrate and apply the theoretical knowledge, and professional behaviors/attitudes and clinical skills learned in the classroom. An integrative clinical reasoning fieldwork seminar both in person and on-line accompanies the fieldwork experience to provide students with an opportunity to analyze the professional and clinical practices observed in the clinic/ community setting, and integrates this with the clients' cultural background, health status, and valued occupations. Students will complete intensive documentation assignments that will help facilitate their understanding and ability to analyze and synthesize a client's information in an

occupational profile/evaluation in order to create long /short-term goals, formulate an evidence based treatment plan, progress note and discharge note.

The pre-requisites of OT 112, 121 and 129 are required.

The co-requisites of OT 303 and 420 are required.

Credits: 1

Every Fall

OT 201 Professional Development 1: Occupational Therapy Student Academic Experience

This course focuses on foundation skills to support professional education and personal development as an occupational therapy student. Course content will include student work with self-management and health promotion, learning styles and learning skills, learning contracts, study skills, test-taking skills, use of support groups and refinement of active listening, and goal setting. Students develop e-portfolios and begin to recognize themselves in their new professional roles. Students develop and expand skills in computer literacy, improve utilization of library and data bases for review of professional literature, and start to develop experience with scientific and professional writing and speaking. Students will participate in writing groups with tutors from the Writing Center to identify areas for skill development in writing and refine written communication skills, critical thinking and problem solving. This course is part of our enrichment program.

The pre-requisites of COS 50, ENG 16, SOC 3;

Two from ENG 61, 62, 63 and or 64; and the student must be in the Occupation Therapy major are required in order to register for this course.

Credits: 2

Every Fall

OT 202 Professional Development 2: Communication Skills

Students will continue to refine professional communication skills in the areas of written, graphic, and oral presentation. Students will identify areas for refining professional behavior, ongoing professional development, and continuing competency in academic and community contexts. Students continue to assemble an ePortfolio reflective of their ongoing professional development. They will formulate a professional development goal and continue to identify their focus for personal wellness, study skills and stress management. Students will also review how to present themselves in professional interviews for employment, scholarship applications, fieldwork experiences and to promote the profession through community and legislative advocacy. Students will expand knowledge of resources to research professional and current literature content, broaden understanding of evidence-based practice and literature reviews, further develop skills in using media, and creative arts for professional, patient, consumer, client and community education,

practice and advocacy.

The pre-requisite of OT 201 is required and the student must be in the Occupational Therapy major in order to register for this course.

Credits: 1

Every Spring

OT 203 Professional Development 3: Advocacy and Disability Perspectives

The course provides principles of advocacy for Occupational Therapy and Advocacy for our clients. Professional issues related to State and National Advocacy groups for OT as well as, current professional topics for advocacy are discussed. Students learn the importance and the nature of participation in professional advocacy. In this course students also examine psychosocial factors, stereotypes, and negative attitudes affecting people with disabilities, their families and caregivers. Methods of instruction include literature review, media resources, narratives, and in-class interviews with people with a range of stigmatizing conditions. Major civil rights legislation and the disability rights movement will be explored and different models of viewing disability will be reviewed. Students will enhance their understanding of the importance of practitioner, consumer and patient advocacy to promote empathy and skills in client-centered practice. Students will increase sensitivity and skills required in the implementation of client-centered practice with people with a wide range of physical, psychological, and socially stigmatizing conditions.

The pre-requisites of OT 100 and 201 are required.

Credits: 1

Every Spring

OT 204 Professional Development 4: Independent Study (Elective)

An in-depth exploration of a topic of study through review of literature, field visits or community service learning under the guidance of a faculty mentor. Professional writing development is emphasized. Students, with the instructor, define the scope of the study, methods, and outcomes. Professional development will be fostered through the identification of learning objectives for the experience that will be assessed/monitored during the course of the independent study process.

The pre-requisite or co-requisite of OT 100 is required.

Credits: 1

On Demand

OT 205 Professional Development 5: Health Promotion

Consideration of current public health initiatives designed to improve the quality of health, eliminate disparities, and explore occupation-based interventions to address major indicators of poor health, to prevent disorders and to maintain wellness. The course will examine evidence-based practice, intervention programs, evaluation and outcome assessments for wellness, health

promotion and quality of life. A range of approaches supporting health promotion and disease prevention in various populations, in institutional, community and home settings will be examined. Students will begin to develop skills in using occupational therapy interventions to enhance the quality of life and well-being. A variety of health-related occupations using traditional, alternative and complementary activities will be demonstrated and practiced. Areas of focus include enhancing coping and adaptation with stress management, time management, pain management, smoking cessation, and withdrawal from substances. Patterns of diet, physical activity, psychological states and attitude, social activities, and the role of spirituality in practice reflecting sociocultural/economic, diversity, cultural and life span factors are examined.

The pre-requisites of PSY 107, 100 and COS 50 are required. The student must be admitted into the Occupational Therapy Program.

Credits: 1

Every Spring

OT 206 Therapeutic Skills 2: Group Process

A group process course for treatment, teamwork, and community interventions. Introduction and application of theories of group dynamics, task, and activity groups, including evaluation of interpersonal style and group roles, therapeutic interaction and leadership skills, collaborative and professional communication skills. Students learn to carry out groups, reflect on their experiences and provide feedback to each other on the group process.

The pre-requisites of OT 100, 106 and 201 are required and the student must be admitted into the Occupational Therapy Program.

Credits: 3

Every Spring

OT 210 Fieldwork Level I: Mental Health

Practice: Adolescents and Adults

This course provides the opportunity for students to directly experience occupational therapy practice in mental health with adolescent/adult populations in a clinical or community setting. Through fieldwork experience, students will begin to integrate and apply the theoretical knowledge, professional behaviors/attitudes and clinical skills learned in the classroom. An integrative clinical reasoning fieldwork seminar accompanies the fieldwork experience to provide students with an opportunity to analyze the professional and clinical practices observed in the clinic/community setting, and integrates this with the clients' cultural background, health status, and valued occupations. Students will complete intensive documentation assignments that will help facilitate their understanding and ability to analyze and synthesize a client's information in an occupational profile/evaluation in order to create long/short-term goals, formulate an evidence based treatment plan, progress note and discharge note.

The pre-requisites of OT 320 and 122 are required. The co-requisite of OT 330 is required.

Credits: 1

Every Spring

OT 215 Fieldwork Level I: Physical Disability Practice: Adolescents and Adults

This course provides the opportunity for students to directly experience occupational therapy practice in adolescents/adults with physical disability in a clinical or community setting. Through fieldwork experience, students will begin to integrate and apply the theoretical knowledge, and professional behaviors/attitudes and clinical skills learned in the classroom. An integrative clinical reasoning fieldwork seminar accompanies the fieldwork experience to provide students with an opportunity to analyze the professional and clinical practices observed in the clinic/community setting, and integrates this with the clients' cultural background, health status, and valued occupations. Students will complete intensive documentation assignments that will help facilitate their understanding and ability to analyze and synthesize a client's information in an occupational profile/evaluation in order to create long /short-term goals, formulate an evidence based treatment plan, progress note and discharge note.

The co-requisite of OT 430 is required. The pre-requisites of OT 121, 129, 303 and 420 are required.

Credits: 1

Every Spring

OT 220 Theory 2: Learning Theories Applied to Practice

This course provides students with an understanding of teaching and learning processes. Students are prompted through class activities and the discussion of theories of learning (such as Bloom's) to reflect on their own learning process as they pursue the OT degree. In addition students are introduced in how learning theories are used to support the development of occupational therapy interventions that are designed to facilitate personal change. Learning theories that are studied include Social Learning Theory (Bandura), The Health Belief Model (Becker), PRECEDE-PROCEED Model, Theory of Reasoned Action (Fishbein & Ajzen), Stages of Change Theory-Trans theoretical Model (Prochaska & DiClemente), Theory of Multiple Intelligences (Gardner), Learning Styles Model (Dunn & Dunn), Motor Learning, Behaviorism and Model of Human Occupation (MOHO). Characteristics of therapists and environments that facilitate positive change are examined. Learning styles and learning contracts that are sensitive to multicultural concerns and literacy levels of patients, clients, and caregivers are explored. The course is also focused on professional writing and the ability of the students to review literature and summarize it in a logical and comprehensive manner.

The pre-requisite of OT 120 is required.

Credits: 2
Every Summer

OT 301 Skills for Living 1: Play and Leisure

This course has a dual focus: play and leisure across the life span and activity analysis and synthesis. Meaningful occupation, with a specific focus on play and leisure will be examined in a social and cultural contexts and temporal contexts of age, developmental and life cycle stages, and disability status. Content includes the role of play and leisure in health promotion and disability prevention, and the screening and assessment of play and leisure. Students develop skills in task and activity analysis, activity modification and adaptation based on an occupational performance model.

The pre-requisites of COS 50; PSY 107 and 110; and SOC 3 are required in order to register for this course.

Credits: 3
Every Fall

OT 302 Skills for Living 2: Work

This course focuses on the role of work/productive activities across the life span and in occupational therapy. Content includes vocational and functional capacity evaluation, work related assessment tools, work programs for clients with injury, developmental disabilities, cognitive deficits and mental health concerns. The influence of unique client characteristics, the environment, culture, social, economic and political factors impacting work and work programs will be considered throughout the semester. Students will be introduced to ergonomics, cumulative work injury and work hardening. Skill in activity analysis will be expanded through a job analysis, analysis of work related behaviors and skills, tool analysis, and an ergonomic seating evaluation. Lab activities link theory to clinical application.

The pre-requisite of OT 119 is required. The co-requisites of OT 129 and 121 are required.

Credits: 3
Every Summer

OT 303 Skills for Living 3: Self Care

This course provides students with the opportunity to examine the meaning of self-care activities throughout the life span and across various cultures. The course content emphasizes clinical reasoning/evidence-based practice research as it relates to the engagement in self-care skills as part of meaningful occupation, health promotion, prevention and wellness. The specific performance components of self-care activities (i.e., sensorimotor, cognitive and psychosocial components) will be analyze. The way in which various performance contexts (i.e., age group, developmental stage, disability status, environmental conditions, and socio-cultural factors) influence self-care activities will be explore. Students will have the opportunity to practice activity analyses of self-care tasks (for specific populations, age groups, socio-cultural environments, etc.). Students will also practice the

clinical techniques of grading and adaptation of self-care activities in accordance with an individual's disability status. There will be opportunity to practice grading and adaptation self-care skills, through case studies and problem-based learning activities. Students will have the opportunity to identify a variety of screenings, assessments, and intervention methods for clients who have disabilities, which interferes with self-care activities. The students will have the opportunity to practice documentation skills (goal and note writing) through case studies and problem-based learning. *The pre-requisites of OT 121 and 129 are required. The co-requisite of OT 420 is required. The student must be in the Occupational Therapy major in order to register for this course.*

Credits: 3
Every Fall

OT 306 Therapeutic Skills 3: Teamwork and Leadership

This course will introduce students to the conceptual, interpersonal and self-knowledge components of teamwork and leadership. Practice in applying theory and skills to teamwork will prepare students for developing competence in interdisciplinary collaboration, client and family centered intervention and health promotion. Roles and contribution of the full range of participants from various practice domains in institutional, professional and community settings will be explored. Students will examine approaches to problem solving, ethical challenges and conflict-handling styles in leadership. Students will be introduced to mentorship models and strategies that support effective supervision. Students will design and implement wellness/health promotion groups for a variety of populations in the community (non-traditional settings). Students will play an active role in developing educational presentations using technology for educational presentations on the reading material pertaining to teamwork and leadership. Work from this course will be used to enrich students' e-portfolios reflecting their continues professional development. *The pre-requisites of OT 106 and 206 are required and the student must be in the Occupational Therapy major in order to register for this course.*

Credits: 2
Every Fall

OT 320 Theory 3: Comprehensive Models and Mental Health Sets of Guidelines for Practice

This course provides students with the opportunity to study the underlying theories of occupational therapy comprehensive models with an emphasis on adaptation and the environment. The structure and content of theories, models, and frames of reference/sets of guidelines for practice in mental health will be described. The delineation between basic and applied scientific inquiry will also be presented. The role of occupation as described by occupational science, occupational adaptation, the Model of Human Occupation, and client-centered

practice is also presented. Each comprehensive model will be examined with respect to its (a) author/source, (b) origin, (c) populations addressed, (d) theoretical foundations, (e) concepts and assumptions, (f) sensitivity to multicultural concerns of patients/clients, (g) principles of assessment, (h) client-therapist relationship, and (i) principles of intervention. These comprehensive models will be explored, analyzed and critiqued for the purpose of determining their adequacy as a basis for practice. Health promotion and wellness models are also presented and analyzed. Current practice issues such as reimbursement for services, the professions domain of concern, and research priorities will be discussed relative to contrasting assumptions about the way in which comprehensive models should be used to guide occupational therapy practice

The co-requisites of OT 122 is required. The pre-requisites of OT 111 and 112 are required. The student must be in the Occupational Therapy major in order to register for this course.

Credits: 4
Every Fall

OT 330 Practice 1: Mental Health - Adolescents, Adults and Geriatrics

This course addresses the sequence of practice in occupational therapy: screening, evaluation, reevaluation, formulation and implementation of intervention and discharge planning in mental health practice with adolescents, adults and geriatrics in traditional and non-traditional settings. The influence of culture and diversity, environment context and psychological issues, as well as the impact of occupation and health promotion in practice are examined. Reflections on clinical reasoning are applied to practice via clinical fieldwork and field visits. Students are exposed to health promotion, wellness and quality of life principles and practices.

The co-requisites of OT 210 is required. The pre-requisites of OT 122 and OT 320 are required. The student must be in the Occupational Therapy major in order to register for this course.

Credits: 5
Every Fall

OT 420 Theory 4: Physical Disabilities Sets of Guidelines for Practice

This course provides the opportunity for students to examine the primary theoretical information underlying occupational therapy practice in physical disabilities (i.e., biomechanical, sensory processing, neurodevelopmental, neurobehavioral, and cognitive-perceptual). Each set of guidelines (or frame of reference) is studied with regard to (a) its theoretical base, (b) the predominant screening and evaluation assessments used by therapists, (c) principles of intervention, (d) reassessment and revision of treatment plans, (e) applicability to specific client populations, and (f) studies reporting the degree of efficacy of the practice approach. Students are exposed to the theoretical

underpinnings of occupational performance and in health promotion and wellness strategies that promote engagement in meaningful occupation.

The co-requisite of OT 303 is required. The pre-requisites of OT 129 and 121 are required.

Credits: 5

Every Fall

OT 430 Practice 2: Neurorehabilitation Adolescents, Adults and Geriatrics

This course addresses neurorehabilitation practice with adolescents, adults, and geriatrics within a variety of healthcare and community related settings. Students will learn about the sequence of rehabilitative practice in occupational therapy specific to addressing the needs of clients with neurological impairment, including: screening and evaluation, reevaluation, intervention planning and implementation, and discharge planning. The course also acknowledges the influence of culture, diversity, environmental context, and their impact on occupation and health promotion in clients with neurological damages. Students will be expected to reflect on the clinical reasoning processes required to provide competent and evidence based practice to this client population via class discussions, case based assignments, and clinical fieldwork experiences.

The co-requisites of OT 215 and 431 are required.

The pre-requisites of OT 121, 303 and 420 are required.

Credits: 5

Every Spring

OT 431 Practice 3: Orthopedic Rehabilitation and Orthotics: Adolescents Adults and Geriatrics

This course is designed to provide students with the background and experience in splint fabrication and orthotic management for orthopedic conditions. Furthermore, students will learn evaluation and intervention principles with adolescents, adults, and geriatrics. The lecture component will incorporate biological principles, anatomical, kinesiological concepts, and bio-mechanics relating to orthopedics and splinting. The class will be divided into two sections; a two-hour lecture followed by a four-hour lab. The lecture component will incorporate biological principles, anatomical, kinesiological concepts, and bio-mechanics relating to orthopedics and splinting. Common diagnoses and indications for selected splints will be reviewed as well as common protocols. In addition, students will be learning about the sequence of practice in occupational: screening and evaluation, reevaluation, formulation of intervention plans and implementation, and discharge planning. The lab portion will focus on splint design and fabrication as well as modality application. Students will be exposed to a variety of splinting equipment, tools, supplies, and low temperature thermoplastics used in clinical settings, and develop basic splinting skills. Furthermore, students will understand and demonstrate electrical safety standards. In addition, students will have the

opportunity to apply modalities, such as, thermal, ultrasound, TENS, NMES, light and laser therapy.

Finally, students will focus on hand on evaluation and treatment skills for common hand problems.

The co-requisites of OT 215 and 430 are required.

The pre-requisites of OT 121, 303 and 420 are required.

Credits: 4

Every Spring

OT 432 Practice 4: Medical and Surgical Rehabilitation: Adolescents Adult and Geriatrics

This course addresses current occupational therapy practice methods for clients having general medical and/or surgical diagnoses- in adolescent, adult, and geriatric populations. Students will learn about the most commonly seen medical/surgical diagnoses treated by occupational therapists, as well as some specialty diagnoses. The sequence of practice for this diagnostic population will be covered-including screening and evaluation, observation of contraindications and safety protocol, formulation of treatment plans, implementation of treatment, family/caregiver education, re-evaluation, and discharge planning. The impact of multicultural sensitivity, cultural diversity, and environmental context as they affect treatment will be explored. Students will be expected to appropriately grade and analyze activities in the process of developing treatment plans for patients having general medical/surgical rehabilitation needs as well as some complex and less common diagnoses. Students will also enhance their clinical reasoning and decision-making skills as they apply treatment methods via review of fieldwork experiences and case studies. Students are asked to integrate the client's health status, occupational performance and develop treatment plans that take under consideration the client's values & routines and the context of care.

The pre-requisites of OT 430 and 431 are required.

Credits: 2

Every Summer

OT 506 Therapeutic Skills 5: Technology and Assistive Devices

The course provides a close look (hands on experiences, clinical visits, in-class equipment presentations) at assistive devices, assistive technology, compensatory strategies and environmental adaptations used in the treatment of children, adolescents, adults and elders with a wide range of disabilities to promote functional adaptation and accessibility in the client's environment. Students explore the use of adaptive equipment and the processes of assessment and intervention using adaptive equipment for clients with a variety of disabilities. The role of adaptive equipment in promoting occupational performance and participation is integral to the course.

The pre-requisites of OT 430 and 431 are required.

The co-requisites of OT 432 and 533 are required.

Credits: 2

Every Summer

OT 507 Therapeutic Skills 6: Organization and Administration

Application of the principles of management in the provision of occupational therapy services to individuals and organizations including: planning, marketing, organizing, fiscal management, maintaining staffing, coordination, directing, controlling, and evaluating programs. Students will develop an understanding of a variety of service delivery models and knowledge of the broad spectrum of influences that impact on health care delivery and ethical practice. Completion of a grant application or business plan complete with a literature review that includes evidence-based and best practice, background/need, mission statement, project description/implementation/evaluation, budget, sources of income, foundation support, staffing and job descriptions.

The pre-requisites of OT 430, 432, 432, 330 and 533 are required. The co-requisites of OT 530 and 535 are required.

Credits: 3

Every Fall

OT 510 Level II: Fieldwork I

This course provides 10 to 12 weeks of full-time supervised fieldwork. It provides in-depth initial experience in delivering occupational therapy services to various groups of clients across the life span, persons with a variety of psychosocial and physical performance deficits, in various service delivery models reflective of current and emerging practice and trends in the profession. Through this fieldwork experience, students will integrate and apply the theoretical knowledge, and professional behaviors/attitudes and clinical skills learned in the classroom. A peer supervision process via Blackboard discussions will be incorporated for additional supervision amongst students and from the faculty.

The pre-requisites of OT 205, 430, 431, 432 and 330 are required. The co-requisites of OT 533, 530, 507 and 716 are required.

Credits: 5

Every Fall

OT 511 Level II: Fieldwork II

This course provides 10 to 12 weeks of full-time supervised fieldwork. It provides in-depth initial experience in delivering occupational therapy services to various groups of clients across the life span, persons with a variety of psychosocial and physical performance deficits, in various service delivery models reflective of current and emerging practice and trends in the profession. Through this fieldwork experience, students will integrate and apply the theoretical knowledge, and professional behaviors/attitudes and clinical skills learned in the classroom. A peer supervision process via Blackboard discussions will be incorporated for additional supervision amongst students and from the faculty.

The pre-requisite of OT 510 is required.

Credits: 5
Every Spring

OT 512 Level II: Fieldwork III

This course provides 8 to 12 weeks of full-time supervised fieldwork. It provides in-depth initial experience in delivering occupational therapy services to various groups of clients across the life span, persons with a variety of psychosocial and physical performance deficits, in various service delivery models reflective of current and emerging practice and trends in the profession. Through this fieldwork experience, students will integrate and apply the theoretical knowledge, and professional behaviors/attitudes and clinical skills learned in the classroom. A peer supervision process via Blackboard discussions will be incorporated for additional supervision amongst students and from the faculty.

The pre-requisite of OT 511 is required.

Credits: 4
Every Spring

OT 513 Level II: Fieldwork IV (Elective)

This elective course provides 6 to 12 weeks of full-time supervised fieldwork. The number of credits awarded is prorated on the length of the fieldwork experience. It provides in-depth fourth experience in delivering occupational therapy services to various groups of clients across the life span, persons with a variety of psychosocial and physical performance deficits. It is taken place in various service delivery models reflective of current and emerging practice and trends in the profession with a concentration in practice focus substantially different than the setting and population in OT 510, OT 511 & OT 512. Through this fieldwork experience, students will integrate and apply the theoretical knowledge, and professional behaviors/attitudes and clinical skills learned in the classroom. A peer supervision process via Blackboard discussions will be incorporated for additional supervision amongst students and from the faculty.

The pre-requisite of OT 512 is required.

Credits: 2
Every Spring

OT 520 Theory 5: Research

This course provides the opportunity for students to learn the primary approaches of research design, methods, data collection, and analysis. Students will study (a) quantitative research designs (experimental, quasi-experimental, and non-experimental); (b) qualitative designs (ethnography, phenomenology, grounded theory, etc.); and (c) quantitative and qualitative data collection and analysis methods. Students will develop an applied research question based on the health promotion needs of individuals within a community service setting, and will begin the process of writing a research/grant proposal that will be refined throughout the remainder of the curriculum (in OT 620, 720, and 820). Students may also have the

opportunity to implement and evaluate a research project.

The pre-requisite of OT 205, 430, 431 and 330 are required. The co-requisites of OT 533, 520 and 620 are required.

Credits: 3
Every Summer

OT 530 Practice 3: Pediatrics

A comprehensive review of best practices related to clinical decision making, interdisciplinary collaboration, client-centered practice and supervision is discussed in this course. The focus is primarily in pediatric practice. The role of legislation, policy, and reimbursement are extensively discussed. The students are exposed to pediatric clinical cases from a variety of practice settings. The occupational therapy process of screening, assessment, reassessment, formulation of intervention plans, implementation and discharge is carried out, while addressing the influence of culture, diversity, and environment on occupation and health promotion. Hands-on experiences provide students with challenges in observation, clinical reasoning skills, communication skills, professional writing and documentation skills. Students bring in examples from their clinical experiences with children and their families. Evidence based practices are reinforced through assignments and class activities, to support clinical decision making and advocacy needs of clients (pediatrics).

The co-requisites of OT 535 and 507 are required.

The pre-requisite of OT 533 is required.

Credits: 5
Every Fall

OT 533 Medical Sciences 3: Clinical Conditions in Pediatrics

This course presents a study of the medical, neurological, psychiatric, orthopedic and developmental conditions that occur in childhood and adolescence. Students develop an understanding of the etiology, pathology, signs and symptoms, medical treatment, prognosis of common conditions and the influence of the clinical conditions on development, occupational performance and adaptation of the child, and the client's family. The role of the occupational therapist and the occupational therapy assistant in assessment, intervention and ongoing management, health promotion, and prevention relative to the conditions covered in the course, extensively discussed. Students practice through clinical videos their clinical observation and clinical reasoning skills.

The pre-requisites of OT 110, 111, 430, 431 and 330 are required. The co-requisites of OT 506, 520, 620 and 720 are required.

Credits: 3
Every Summer

OT 535 Fieldwork Level I: Practice 3: Pediatrics

This course provides the opportunity for students

to directly experience occupational therapy practice in children/adolescents with a variety of disabilities a clinical or community setting. Through fieldwork experience, students will begin to integrate and apply the theoretical knowledge, and professional behaviors/attitudes and clinical skills learned in the classroom. An integrative clinical reasoning fieldwork seminar accompanies the fieldwork experience to provide students with an opportunity to analyze the professional and clinical practices observed in the clinic/community setting, and integrates this with the clients' cultural background, health status, and valued occupations. Students will complete intensive documentation assignments that will help facilitate their understanding and ability to analyze and synthesize a client's information in an occupational profile/evaluation in order to create long /short-term goals, formulate an evidence based treatment plan, progress note and discharge note.

The co-requisites of OT 530, 507 and 716 are required. The pre-requisite of OT 533 is required.

Credits: 1
Every Fall

OT 620 Theory 6: Research Proposal Development

The course exposes the students to the process of research proposal development. Students engage in mentored research projects with their faculty advisors. They are asked to development research questions and/or hypotheses pertaining to the research problem of interest. They explore plausible theoretical frameworks that provide the conceptual context of their research project. They complete a research proposal that includes methods of assessment, relevant literature and theoretical base, program implementation and evaluation. The course has writing intensive component and requires advance library skills.

The pre-requisites of OT 205, 430, 431 and 330 are required. The co-requisites of OT 533 and 520 are required.

Credits: 2
Every Summer

OT 716 Professional Development 6: Student Clinical Experience

This course prepares for the transition from academic to clinical student roles and from student to practitioner. Ethics, supervision, conflict resolution, documentation, evolution of clinical reasoning skills, scientific inquiry, teamwork, and collaboration with certified occupational therapy assistants will be covered. Students will have a better understanding of national and state regulatory bodies and their effects on practice. The course gives students knowledge related to national and state requirements for credentialing and licensing. Tools and information are also given to the students to prepare them for becoming fieldwork educators.

The pre-requisites of OT 205, 430, 431, 330 and 533 are required. The co-requisites of OT 530, 507

and 535 are required.

Credits: 1

Every Fall

**OT 720 Theory 7: Community Practice
Education and Health Promotion**

This course presents the theory and practice of community-based practice, education, health promotion and prevention services for the well population and populations at risk for specific physical, mental, social, or environmental problems. Foundation material includes community context, multicultural competence, and principles of prevention, use of evidence to plan and evaluate services, and consultation and collaboration. Utilizing a life-span developmental perspective, information is presented on the needs of each target group, settings to access the population, and empirical evidence supporting prevention services. The program development process is described in depth, with special emphasis on needs assessment and outcome evaluation. Students will participate in the process of identifying potential grant funding sources and understanding the requirements for grant submission. Occupational therapists and other professionals will present their experience with consultation, marketing, grant writing, implementation and evaluation.

The co-requisites of OT 533, 520 and 620 are required. The pre-requisite of OT 205, 430, 431 and 330 required.

Credits: 2

Every Summer

**OT 820 Theory 8: Community Practice Research
Project**

This course provides students with the opportunity to refine their research proposals (from OT 620) and carry out their project under the supervision of their research mentor. Students will continue to refine skills in professional and scientific writing through the production of successive drafts leading to the final manuscript. Students will expand knowledge of resources to research professional and current literature resources, expand understanding of evidence based practice and literature review, further develop skills in applying principles of theory and practice to formulating and implementing a viable capstone research project. Students will be guided in data coding, analysis, results and interpretation of findings as well as development of discussion that describes the scientific and clinical contributions of their projects. Students are asked to produce a manuscript and present their project in a poster format during OT research day.

The pre-requisites of OT 520, 620 and 720 are required.

Credits: 4

Every Spring

DEPARTMENT OF PHYSICAL THERAPY

Professors: Rebecca States, Ph.D., M.A.

Associate Professors: Department Chair and Associate Professor Ellen M. Godwin PT, Ph.D., PCS, 718-488-1498, Fax 718-780-4002; Michael Masaracchio, PT, Ph.D., D.P.T., OCS, SCS, FAAOMPT; Peggy Lynam PT, DPT, NCS
 Assistant Professors: Christiana Kahl Collins, PT, Ph.D., NCS, CFMT; Rosa Elena Torres-Panchame, PT, DPT, OCS; Lisa Bradley, PT, DPT, MSW Director of Physical Therapy Enrollment and Accreditation Management; Megan Freeland, PT, DPT, PCS, Director of Clinical Education, Kathleen Lieu, PT, DPT, CLT, Assistant Director of Clinical Education
 Adjunct Faculty: 16

The professional-level Doctor of Physical Therapy (D.P.T.) program at LIU Brooklyn is designed for the student seeking a career as a physical therapist. The D.P.T. program prepares autonomous practitioners who can provide a full range of physical therapy services, including screening and referral, evaluation, diagnosis, intervention, consultation and education in diverse health care settings. Our faculty members are nationally recognized for excellence in their advanced degrees and clinical specializations. Our state-of-the-art teaching facilities include a cadaver lab, PT dedicated computer lab and the Steinberg Health and Wellness Center. In addition there is the LIU Center for Physical Rehabilitation, an out-patient physical therapy clinic, and a therapeutic pool. The department's diverse student body has a tradition of excellence and achievement on national licensing examinations. Merit-based scholarships are available for students in the D.P.T. program.

Highlights of the DPT Program:

- Student - centered learning environment
- Evidence-based approach throughout the curriculum
- Latest pedagogical techniques: including use of Standardized Patient Examinations and Clinical Reasoning Frameworks
- Emphasis on the expanding role of the physical therapist
- Interprofessional learning experiences
- Preparation for critical analysis of the literature and clinical research
- 35 weeks of clinical education in 4 different settings

Doctor of Physical Therapy (D.P.T.)

The 118-credit Doctor of Physical Therapy (D.P.T.) is a professional entry-level degree program for students seeking a career as a physical

therapist. The D.P.T. program has been designed to prepare highly competent professionals to act as autonomous practitioners in health care settings that include direct access by the public to physical therapy services. Graduates will be prepared to provide a full range of physical therapy services including screening and referral, evaluation, diagnosis, intervention, consultation and education.

The D.P.T. program is fully accredited by the Commission on Accreditation in Physical Therapy Education (CAPTE) and is registered with the New York State Education Department. It is a 3-year, full-time program that spans over 11 academic terms and includes 35 weeks of clinical education. The program is a clinical doctorate that requires candidates to possess a baccalaureate degree upon entrance. **The 1st year of the program begins in July.**

The D.P.T. program enables the graduate to:

- Value individual diversity and respect the human dignity of patients, family members and professional associates
- Provide physical therapy services as an autonomous practitioner, who is able to competently serve as a point of entry to, and collaborate within, the health care environment
- Integrate theory, academic knowledge and clinical skills to practice physical therapy within the complexities of the current health care environment
- Assess the physical therapy or health care needs of a patient; establish optimum patient outcomes based on examination, evaluation, diagnosis and prognosis; and plan and implement interventions to address the identified needs
- Communicate clearly and effectively with patients, families, colleagues, policy makers, reimbursement representatives and community members
- Apply critical thinking strategies and self-directed learning to the role of physical therapist
- Pursue and apply knowledge of the underlying science on which physical therapy practice is based
- Understand the contributing economic, medical, cultural and psychosocial issues that impact delivery of health care services.

Application Requirements

All requirements must be fulfilled prior to the start date of the program. Applicants to the D.P.T. program must:

- Hold a baccalaureate degree in any major
- Have a cumulative undergraduate grade point average (GPA) of at least 3.0 on a scale of 4.0
- Have a combined math and science grade point average (GPA) of at least 3.0 on a scale of 4.0
- Have successfully completed the following prerequisite science courses with a GPA of at least 3.0 and no grades lower than C:*
 - 1 semester of general biology with lab (designed for science majors; at least 4 credits)

- 2-semester sequence of general chemistry with lab (designed for science or health-related majors; at least 4 credits each)
- 2-semester sequence of general physics with lab (designed for science or health-related majors; at least 4 credits each)
- 1 semester of human anatomy or part 1 of a 2-semester sequence of combined anatomy-physiology (at least 4 credits; lab required)
- 1 semester of human physiology or part 2 of a 2-semester sequence of combined anatomy-physiology (at least 3 credits; lab preferred, but not required for human physiology; lab required for combined anatomy-physiology)
- 1 semester of statistics (at least 3 credits)
- Submit an official score report for the GRE general test. ** A minimum composite (verbal and quantitative) of 290 for the GRE revised test is recommended.

- Provide evidence of a minimum of 36 hours of work experience in 2 different physical therapy settings, including an inpatient and an outpatient setting, with at least 18 hours in each setting.
- Submit two completed recommendation forms (available at www.PTCAS.org after starting the PTCAS application – see below):
 - One from a physical therapist
 - One academic reference from an instructor of an upper division course in the undergraduate major
- Submit an application for the D.P.T. Program through the Physical Therapist Centralized Application Service (see Submitting an Application to the PTCAS)

All international and non-native applicants must take the TOEFL examination. The minimum total score accepted is 79 on the Internet-based test, 213 on the computer-based test, or 550 for the paper-based test. All international students who attended colleges and universities outside of the United States will need to submit a course-by-course evaluation of their transcript(s) from World Education Services Inc. (www.wes.org) to PTCAS.

All applications will be reviewed and screened. Quality applicants will be notified and scheduled for an interview.

**Due to the fact that basic sciences form the foundation for clinical decisions by physical therapists, proficiency in all prerequisite science courses is paramount. Any science prerequisite course taken more than 10 years prior to the application will not be accepted.*

***Visit www.gre.org for more information about the GRE. The LIU Brooklyn Doctor of Physical Therapy PTCAS GRE code is 0333. This code is needed for the Department of Physical Therapy to receive your GRE results. Applicants applying for the early decision cycle must have taken the GRE general test or revised general test prior to July 31, 2016. Those who are applying for the regular decision cycle must have taken the test by March 1, 2017.*

Submitting an Application to the PTCAS

The Department of Physical Therapy at LIU Brooklyn participates in the Physical Therapist Centralized Application Service, known as PTCAS. In addition to submitting an application for admission to LIU Brooklyn, those applying to the DPT program for the 2017 entering class must:

- Visit www.ptcas.org to begin the PTCAS application process
- Read the instructions available at the PTCAS Web site carefully
- Logon to the 2016-17 PTCAS application to complete the application process
- Select “LIU Brooklyn” as a designated physical therapy program.

PROGRAM REQUIREMENTS

In order for a student to progress within the program, the following criteria must be met:

- Each course must be completed with a grade of “C” or better
- Each semester grade point average (GPA), must equal 2.75 or greater throughout the program
- Each semester cumulative grade point average (GPA) must equal 3.00 or greater throughout the program
- Pass annual and final comprehensive exams
- Successfully complete clinical practice courses

As indicated in the LIU Brooklyn Graduate Bulletin, “a B average or a minimum 3.00 cumulative grade point average (GPA) is required for awarding of the graduate degree or any graduate certificate.”

Curricular Coursework

The Doctor of Physical Therapy curricular coursework includes learning in respect to:

- The foundational sciences (anatomy, physiology, pharmacology, psychology, neuroscience and movement analysis) with emphasis on the human movement system to increase the knowledge required by the physical therapist as the primary provider of health care intervention for movement dysfunction
- The clinical sciences (musculoskeletal, cardiopulmonary, neuromuscular, integumentary, urogenital, endocrine pathology, nature of illness and movement dysfunction through the lifespan)
- Evidence-based physical therapy examination, diagnosis and intervention with emphasis on clinical decision making
- A clinical education model including 35 weeks of full-time clinical experience in diverse practice settings. Participation of LIU Brooklyn faculty members in the clinical education program promotes a teaching/learning model that facilitates self-directed and collaborative student learning and communication
- Emphasis on the new and expanding roles for physical therapists in cultural competence; health promotion and wellness; administration and management; health care financing; consultation in health care; and client education

on individual, community and public levels

- Preparation for critical consumption of scientific and clinical literature in support of evidence-based practice and future participation in research

Physical Therapy Scholars Award Program

For the Doctor of Physical Therapy (D.P.T.) professional class entering in summer 2017, a considerable number of Physical Therapy Scholars Awards will be granted on a merit basis. Each award provides an annual scholarship of up to \$10,000 per year (\$5,000 per semester). The award is applied toward tuition charges (fees are not covered) provided that the recipient is registered as a full-time D.P.T. student, taking at least 12 credits per term. The Award is renewable for up to six (6) semesters of study and is applied during the fall or spring semesters only (summers excluded).

The selection of award recipients is based on undergraduate cumulative grade point average (GPA), GRE scores and interview performance. A minimum 3.2 undergraduate cumulative GPA at the time of application to the D.P.T. program is required for consideration.

Award recipients who have not yet completed the baccalaureate degree will receive a provisional award. The provisional award will be activated upon receipt of the final transcript, indicating conferral of the baccalaureate degree with a final undergraduate cumulative GPA of 3.2 or above. Students who are not eligible for federal student aid will not be considered for the award.

Students not selected for the award upon admission, or those who are not eligible based on their undergraduate GPA may be reconsidered for the award on a merit basis, should scholarship monies remain available after the start of the program. For these students, a D.P.T. cumulative GPA of at least 3.5 is required for consideration. In order to remain eligible for the award during the program, all recipients are required to complete the Free Application for Federal Student Aid (FAFSA) each year, must maintain good academic standing as described in the LIU Doctor of Physical Therapy Student Handbook.

Note: No combination of tuition awards may exceed 100% of the cost of tuition each semester. Tuition awards include Physical Therapy Scholars Award, graduate assistantship and any other award (from any source) covering tuition.

D.P.T., Physical Therapy

[Program Code: 27657]

Professional Phase Year 1

All Courses Required. Students Required to Pass Annual Exam I

PT	750	Anatomy I	2.00
PT	752	Anatomy II	3.00
PT	755	Human Physiology	3.00
PT	757	Pharmacology	2.00
PT	759	Neuroscience	3.00

PT	760	Movement Analysis I	2.00
PT	762	Movement Analysis II	2.00
PT	764	Movement Analysis III	4.00
PT	766	Tests and Measurements	4.00
PT	770	Psychological Issues	3.00
PT	775	Clinical Seminar I	2.00
PT	780	Research Methods	3.00
PT	877	Teaching and Learning Strategies	2.00
PT	890	Foundations of Therapeutic Exercise	3.00

Professional Phase Year 2

All Courses Required. Students Required to Pass Annual Exam II

PT	785	Evidence-Based Practice	3.00
PT	790	Musculoskeletal Physical Therapy I	4.00
PT	810	Physical and Mechanical Modalities	4.00
PT	820	Pulmonary: Pathology, Diagnosis and Management	3.00
PT	822	Cardiac: Pathology, Diagnosis and Management	3.00
PT	830	Neuromuscular Pathology	3.00
PT	832	Pediatric Neuromuscular Diagnosis and Management	3.00
PT	834	Adult Neuromuscular Diagnosis and Management	5.00
PT	850	Clinical Practice I	4.00
PT	875	Clinical Seminar II	3.00
PT	880	Physical Therapy Across the Lifespan	2.00
PT	892	Musculoskeletal Physical Therapy II	3.00
PT	995	Musculoskeletal Physical Therapy III	4.00

Professional Phase Year 3

All Courses Required. Students Required to Pass Comprehensive Exam

PT	879	Health Promotion and Wellness	2.00
PT	885	Specific Systems Diagnosis and Management	4.00
PT	915	Clinical Reasoning	5.00
PT	950	Clinical Practice II	5.00
PT	955	Clinical Practice III	8.00

PT	956	Clinical Practice IV	8.00
PT	960	Instrumented Movement Analysis	1.00
PT	975	Health Care Delivery	3.00

Credit and GPA Requirements

Minimum Total Credits: 118

Minimum Major GPA: 3.0

Physical Therapy Courses

PT 697 Independent Study

Under the guidance of a faculty advisor, a student may pursue a topic or project of special interest. This course may also be used for remediation of an area of deficit as identified by the physical therapy program, with faculty advisement also provided. Departmental approval required for registration, choice of topic and advisor.

Student must be a Physical Therapy major in order to register for this course.

Credits: 1

On Demand

PT 698 Independent Study

Under the guidance of a faculty advisor, a student may pursue a topic or project of interest. This course may also be used for remediation of an area of deficit as determined by the physical therapy program, with faculty advisement provided.

Departmental approval required for registration, topic and advisor.

Student must be a Physical Therapy major in order to register for this course.

Credits: 2

On Demand

PT 699 Independent Study

Under the guidance of a faculty advisor, a student may pursue a topic or project of interest. This course may also be used for remediation of an area of deficit as determined by the physical therapy program, with faculty advisement provided. Departmental approval required for registration, topic and advisor.

Student must be a Physical Therapy major in order to register for this course.

Credits: 3

On Demand

PT 750 Anatomy I

The first part of a two-course sequence for the detailed study of human structure using a regional approach with an emphasis on various systems, including nervous, pulmonary, endocrine, integumentary, muscular, skeletal, genitourinary, gastrointestinal, and cardiovascular. The focus of the course pertains to the relationship between anatomical structure and normal human movement with lectures that supplement human dissection laboratories and problem-oriented exercises. An introduction to the clinical reasoning process by applying anatomy to clinical cases will be discussed. *The co-requisite of PT 760 is required and the student must be a PT major.*

Credits: 2

Every Summer

PT 752 Anatomy II

Continuation of a two-course sequence for the detailed study of the structures of the human body using a regional approach as described for PT 750 (Anatomy I). In addition, a 15 hour surface

palpation lab is part of this course where students will use their understanding of anatomy to palpate various structures on each other, which will subsequently prepare students for the examination and treatment courses in the upcoming semesters. *The pre-requisites of PT 750, 755 and 760 are required. The co-requisites of PT 759, 762, 770, 775 and 780 are required.*

Credits: 3

Every Fall

PT 755 Human Physiology

The microscopic anatomy (histology) and function (physiology) of the cardiovascular, integumentary, nervous, pulmonary, skeletal, muscular, genitourinary, gastrointestinal, metabolic, and endocrine systems are studied. Emphasis is on the interaction of all systems relative to human movement and particularly as applied to exercise, rest, and immobility. Additional emphasis includes the principles of healing, the inflammatory process, tissue plasticity, repair, and regeneration. Lectures are supplemented by problem-oriented learning exercises in a clinical context.

The co-requisites of PT 750 and 760 are required.

Credits: 3

Every Summer

PT 757 Pharmacology

Course content emphasizes the physiologic and metabolic responses of the human body to commonly used medications. Classroom presentations reinforce prerequisite information in anatomy and physiology and include a focus on a problem-oriented instruction to encourage active student involvement. Course content will provide the student with a theoretical knowledge base that can be used as a framework for understanding the effects of various medications on a variety of normal and pathologic conditions through critical analyses of clinical problems.

The co-requisites of PT 764, 766, 877 and 890 are required. The pre-requisites of PT 752, 759, 762, 770, 775 and 780 are required.

Credits: 2

Every Spring

PT 759 Neuroscience

The basic structure, organization, and function of the nervous system within the context of rehabilitation are presented in classroom setting with an emphasis on problem-oriented learning to encourage active student participation and clinical decision-making. An emphasis is placed on neuroanatomy and neurophysiology of the sensory and motor systems that govern posture and movement. A rehabilitation framework is built on the fundamental relationship between normal structure and function, damage and dysfunction, sensory processing and integration, motor control, posture and balance.

The co-requisites of PT 752, 762, 770, 775 and 780 are required. The pre-requisites of PT 750, 755 and 760 are required.

Credits: 3

Every Fall

PT 760 Movement Analysis I

The first part of a two-course sequence designed for a detailed regional study of human arthrokinematics and osteokinematics. Course materials include biomechanics of human tissue and neurological regulation of movement with an emphasis on the clinical relationship of joint structure and muscle function at individual joints. Lectures and laboratory sessions supplement problem-oriented learning exercises that cover palpation of anatomical structures, observation of human movement with an emphasis on clinical problems, and their relationship to the mechanical and physiological concepts that direct foundations of human movement.

The co-requisites of PT 750 and 755 are required.

Credits: 2

Every Summer

PT 762 Movement Analysis II

A continuation of a two-course sequence for detailed study of human arthrokinematics and osteokinematics using a regional approach as described for PT 760 (Movement Analysis I). An in-depth discussion of normal and pathological gait is presented towards the end of the course with principles solidified in a lab-based format.

The co-requisites of PT 752, 759, 770, 775 and 780 are required. The pre-requisites of PT 750, 755 and 760 are required.

Credits: 3

Every Fall

PT 764 Movement Analysis III

This course continues the analysis of functional movements from Movement Analysis I and II, and introduces students to foundational issues in motor learning and motor control of basic skills through problem-oriented exercises, lab activities, and traditional lectures. Additional course content includes theoretical perspectives on how to analyze movements, cognitive skills underlying motor learning and performance, and theoretical issues regarding the relationship between motor skills and the disablement model. Upon course completion, students should demonstrate an understanding of the fundamental skills and challenges required to perform movement in both healthy and disabled populations.

The co-requisites of PT 757, 766, 877 and 890 are required. The pre-requisites of PT 752, 759, 762, 770, 775 and 780 are required.

Credits: 3

Every Spring

PT 766 Tests and Measurements

Tests and Measurements is a 4-credit course during the third semester of the first year of the Doctorate of Physical Therapy (DPT) curriculum and is designed to provide the student an introduction and overview to the tests and measures used in patient examination in order to determine the need

for physical therapy intervention. The pedagogical approach of the course includes an emphasis on problem-oriented learning in an effort to encourage active student involvement in the educational process. Course content has been organized to provide the student with theoretical knowledge that can be used for administration, analysis, and interpretation of tests and measures.

Administration encompasses the development of psychomotor skills; analysis includes measurement theory; and interpretation involves the implementation of foundational clinical decision-making skills. Students will be expected to recall and apply information from the prerequisite courses in a clinically relevant manner to critically analyze problems covering a variety of clinical scenarios. Upon completion of the course, students will be expected to utilize a problem-solving approach to the selection and application of tests and measures.

The co-requisites of PT 757, 764, 877 and 890 are required. The pre-requisites of PT 752, 759, 762, 770, 775 and 780 are required.

Credits: 4

Every Spring

PT 770 Psychological Issues

This course integrates the psychosocial, economic, vocational, cultural, familial, religious, sexual, and illness/disability specific factors that may be encountered by a professional physical therapist. An emphasis is placed on small group discussions, problem-oriented learning, role-playing, simulation activities, and structured experiential learning outside the classroom. The content will provide theoretical and practical knowledge that can be used during care of individuals with acute and chronic disabilities, stress-related disorders, victims of domestic violence, and mental disorders requiring intervention and/or appropriate referral. Students are expected to recall and apply information from previous and concurrent coursework in psychology, ethics and communication and synthesize course content to demonstrate competency in the professional behaviors.

The co-requisites of PT 752, 759, 762, 775 and 780 are required. The pre-requisites of PT 750, 755 and 760 are required.

Credits: 3

Every Fall

PT 775 Clinical Seminar I

Clinical Seminar I is a 2 credit course during the Fall of the first year of the Doctorate of Physical therapy curriculum and is designed to provide the student with an introductory exploration of professional issues including the history, philosophy and present status of the profession of physical therapy, the role of the physical therapist in health care delivery, the examination of human behavior as a basis for interaction between therapist and client, including skills of cultural competence. Course content will include ethics, patient rights,

an introduction to the Guide to Physical therapist Practice and the Disablement Model, use of portfolios, core values and generic abilities to foster professional development, and communication skills, including documentation. The pedagogical approach for the course will include didactic lecture, discussion, student presentation and demonstration.

The co-requisites of PT 752, 759, 762, 770 and 780 are required. The pre-requisites of PT 750, 755 and 760 are required.

Credits: 2

Every Fall

PT 780 Research Methods

This course presents the theoretical and practical foundations of research design and measurement, including descriptive and inferential statistical techniques common to clinical research studies through lectures, problem sets, problem-oriented learning experiences, and student presentations. Upon course completion, students should have a clear understanding of a basic set of research designs and statistical tests common to clinical research studies.

The co-requisites of PT 752, 759, 762, 770 and 775 are required. The pre-requisites of PT 750, 755 and 760 are required.

Credits: 3

Every Fall

PT 785 Evidence-Based Practice

This course focuses on improving student skills regarding reading, understanding, and applying clinical research literature in physical therapy. Classroom experiences include lecture, group discussion, Socratic questioning, group projects, and student presentations. Students will practice and develop skills in the formulation of clinical research questions, search for evidence related to those questions through various media, critically and systematically evaluate and write about current literature and clinical research studies, and draw conclusions from the literature with regard to the implications for physical therapy practice.

The pre-requisites of PT 850, 820, 832 and 892 are required. The co-requisites of PT 822, 834, and 995 are required.

Credits: 3

Every Spring

PT 790 Musculoskeletal PT I

The first of three courses designed to help students apply the theory and skills used by physical therapists to assess, evaluate, diagnose, and manage movement-related patient problems of individuals with musculoskeletal pathologies. This course will focus on the joints of the upper extremity and incorporate the pathology, diagnosis, and management of non-operative and operative conditions of the shoulder, elbow, wrist, and hand. Presentations will take place in both the classroom and laboratory settings, and will foster critical thinking, practice of new techniques pertinent to

orthopedic physical therapy, independent learning, and problem solving through traditional lectures, lab practice, and small group discussions. Upon completion of the course, students will be able to safely examine and treat individuals with upper extremity musculoskeletal pathologies.

The co-requisites of PT 810, 830 and 875 are required. The pre-requisites of PT 757, 764, 766, 877 and 890 are required.

Credits: 4

Every Summer

PT 810 Physical and Mechanical Modalities

This course is designed to provide students with a theoretical knowledge base and the psychomotor skills required for the therapeutic application of commonly used physical and mechanical modalities. Clinical reasoning and evidence-based practice will be fostered through traditional lectures, group discussions, hands-on laboratory activities, case studies and review of literature. Students will be expected to apply information from previous coursework in a relevant manner to critically analyze a variety of clinical scenarios. Upon completion of the course, students will be expected to demonstrate sound clinical decision making and competency in selecting, justifying and administering physical and mechanical modalities. *The co-requisites of PT 830, 790 and 875 are required. The pre-requisites of PT 757, 764, 766, 877 and 890 are required.*

Credits: 4

Every Summer

PT 820 Pulmonary: Pathology, Diagnosis and Management

This course is designed to provide the student an introduction and overview of commonly encountered pulmonary conditions. Course content has been organized to provide the student with a theoretical knowledge base that can be used to understand the pathophysiology of common pulmonary disorders and to promote clinical decision making skills in the examination, evaluation, and intervention design for patients/clients with pulmonary dysfunction. Students will be expected to recall and apply information from previous coursework including the basic sciences of anatomy, physiology, and pharmacology in a clinically relevant manner to critically analyze problems covering a variety of clinical scenarios. The pedagogical approach of the course will include didactic lectures enhanced by the use of case studies with a problem oriented approach to encourage active student involvement in the educational process. Laboratory sessions will focus on psychomotor skills, examination and treatment techniques. Clinical documentation skills and professional behaviors will also be reinforced.

Pre-requisites of PT 790, 810, 830, and 875 are required

Co-requisites of PT 850, 832, 880, and 892 are required

Credits: 3
Every Fall

PT 822 Cardiac Pathology, Diagnosis and Management

This course will review normal and abnormal cardiopulmonary and cardiovascular anatomy and physiology. Disease pathologies and their relevance to clinical settings will be discussed. Additionally, diagnostic procedures will be reviewed as they relate to specific disease processes. Both medical and surgical management will be discussed. The role of the health care team will be discussed as well as integration of data from the patient chart review, objective assessment and creation of a comprehensive plan of care including, goals, frequency setting and discharge recommendations. Laboratory sessions will focus on psychomotor skills, examination and treatment techniques. *The co-requisites of PT 785, 834 and 995 are required. The pre-requisites of 820, 832, 880 and 892 are required.*

Credits: 3
Every Spring

PT 830 Neuromuscular Pathology

This course presents pathophysiology related to neuromuscular disorders with an emphasis on the mechanisms of injury, surveys of epidemiology and etiology, symptomology, pathology, acute management, and prognosis of specific neuromuscular disorders. Lecture and case study presentations focus on problem-oriented learning to encourage active student participation and clinical decision-making. Course materials reinforce earlier course work in neuroanatomy and neurophysiology to provide students with an understanding of neuromuscular disorders such as multiple sclerosis, spinal cord injury, peripheral neuropathy, Guillain-Barre Syndrome, cerebrovascular disease, Parkinson's Disease, Alzheimer's Disease, muscular dystrophy, amyotrophic lateral sclerosis, cerebral palsy, and the neurological implications of aging. *The co-requisites of PT 810, 790 and 875 are required. The pre-requisites of PT 757, 764, 766, 877 and 890 are required.*

Credits: 3
Every Summer

PT 832 Pediatric Neuromuscular Diagnosis and Management

This course presents the patient management model of examination, evaluation, diagnosis, prognosis, intervention, and outcomes related to neuromuscular disabilities of children and adolescents. Course expectations include problem-oriented learning, literature review for evidence-based practice, and live video demonstrations. Principles of motor development, motor learning and motor control are explored as students become familiar with different practice settings including the Neonatal Intensive Care Unit, early intervention, and the school setting. Laboratory sessions enable students to learn assessment and

intervention strategies consisting of standardized tests, outcome measures, handling techniques, and neurophysiological and neurodevelopmental treatment techniques. Upon completion, students will have entry-level clinical knowledge and skills to manage a client with a developmental disability.

Pre-requisites of PT 790,810, 830, and 875 are required

Co-requisites of PT 820, 850, 880, and 892 are required

Credits: 3
Every Fall

PT 834 Adult Neuromuscular Diagnosis and Management

This course presents assessment procedures and therapeutic management techniques of adult patients with neurological dysfunction and spinal cord injuries through the use of case study presentations with an emphasis on problem-oriented learning to encourage active student participation and clinical decision-making. The presentation of course materials reinforces earlier course work in neuroanatomy, neurophysiology and neuromuscular pathology. Laboratory sessions emphasize the development of specific psychomotor skills necessary for assessment and treatment of the adult neurological client. Course content also provides an eclectic theoretical treatment rationale based on normal sensorimotor development, neurophysiology, and motor control to include Neurodevelopmental Treatment (NDT), Brunnstrom, Proprioceptive Neuromuscular Facilitation (PNF), and Motor Relearning Programme (MRP) as a basis for clinical decision-making.

Pre-requisites of PT 850,820, 832, 880, and 892 are required

Co-requisites of PT 875, 822 and 995 are required

Credits: 5
Every Spring

PT 850 Clinical Practice I

Clinical Practice I is a 6-week, full time clinical practice course under the supervision of a licensed physical therapist clinical instructor (CI). The student attends a clinical practice facility for six consecutive weeks with specific hours arranged by each facility. This clinical experience is designed to provide the student an opportunity to develop professional behaviors and communication skills, apply the patient management model, develop gross and specific examination and intervention skills, develop documentation skills, and begin to develop clinical decision-making and critical thinking skills within the content of evidence-based practice. Emphasis during this clinical practice is on the evaluation and treatment of patients, including the areas of basic examination and evaluation skills, ambulation training, transfer training, the administration of modalities, and in administering therapeutic exercise. Students are expected to recall and apply information from previous coursework in a clinically relevant manner to critically analyze

problems within a variety of clinical settings. Upon completion of the clinical experience, students are expected to synthesize course content in such a way as to demonstrate development of the generic abilities and core values necessary for becoming a physical therapist.

The pre-requisites of PT 790, 810, 830 and 875 are required.

Credits: 4
Every Fall

PT 857 Current Physical Therapy Practice

This course is designed to provide the student an introduction to recent fundamental changes that have occurred in physical therapy practice relative to patient management model and the roles and responsibilities of the physical therapist including relevance and procedures of medical screening, systems review, and theories and concepts of clinical decision-making and diagnosis. The student will also be oriented to the scientific basis of the physical therapy profession and instructed in the methods of evidence-based practice. Students will be instructed in the relevance and basic skills of cultural competence in patient management. The expanding role, responsibility, and accountability of the physical therapist as a doctoring level profession will be introduced and discussed. This course serves as a prerequisite or corequisite for all other courses. Offered every Fall and Spring. Three credits. *Student must be a Physical Therapy major in order to register for this course.*

PT 875 Clinical Seminar II

Clinical Seminar II is a 3-credit course during the Summer semester of the second year of the Doctorate of Physical Therapy curriculum and is designed to provide the student with the essential skills basic to the practice of physical therapy. The psychomotor component of these essential skills include: body mechanics, positioning and draping, bed mobility, transfers, wheelchair mobility and management, and gait training. Patient safety will be strongly emphasized. This course will also provide the student with an overview of the HIPPA and OSHA requirements for clinical practice. There will be a strong focus on professional behavior and communication skills. Clinical documentation skills will also be reinforced. The pedagogical approach for the course will include lecture, demonstration, case study, and discussion. *The co-requisites of PT 810, 830 and 790 are required. The pre-requisites of PT 757, 764, 766, 877 and 890 are required.*

Credits: 3
Every Summer

PT 877 Teaching and Learning Strategies

This course presents an overview of the process of teaching in settings relevant to physical therapy practice. Presentation of the course materials reinforces earlier coursework from Psychological Issues, and Clinical Seminar with an emphasis on problem-oriented learning, small group discussions,

and simulation activities, and instructional unit development. Course content has been organized to provide the student with theoretical and practical knowledge of curriculum design, as well as the clinician as an educator in the academic, clinical, and community settings.

The co-requisites of PT 757, 764, 766 and 890 are required. The pre-requisites of PT 752, 759, 762, 770, 775 and 780 are required.

Credits: 2

Every Spring

PT 879 Health Promotion and Wellness

Health Promotion and Wellness is a 2-credit course designed to provide students with the theoretical and practical aspects of maintaining and promoting health. Students will examine theories of wellness as well as the effects of lifestyle and the environment on wellness. The patient-practitioner collaborative model and approaches to facilitating adherence to healthy lifestyle behavior changes will be explored. Emphasis will be placed on social, epidemiological, and behavioral and environmental assessment as well as educational and ecological assessment of factors affecting health-related behavior and environments. Students will also become knowledgeable about patient education and participation in community activities in the promotion of health and healthy lifestyles and the prevention of illness and injury. Upon completion of the course students are expected to understand wellness theories and implement programs on the individual and community levels.

Pre-requisites of PT 885 and 950 are required

Co-requisites of PT 915, 960 and 975 are required

Credits: 2

Every Fall

PT 880 Physical Therapy Across the Lifespan

Physical Therapy Across the Lifespan is a 2-credit course during the fall semester of the second year of the Doctorate of Physical Therapy curriculum and is designed to explore concepts of human growth and development from conception to senescence including physical, cognitive, social and emotional development. Theories of aging including somatic and other factors that influence wellness and disability across the lifespan will be addressed. Course content has been organized to provide the student with a theoretical knowledge base that can be used in the diagnosis, prognosis, examination, and intervention of individuals with metabolic, endocrine, gastrointestinal, genitourinary, and other pathologies. Students will be expected to recall and apply information from previous coursework in a clinically relevant manner to critically analyze problems covering a variety of clinical scenarios. Upon completion of the course, students will learn to understand and apply lifespan theory to the examination, evaluation and treatment of various patient types and conditions based on information acquired in prior courses in the curriculum and their clinical practice experiences.

Pre-requisites of PT 790, 810,830, and 875 are required

Co-requisites of PT 850, 820, 832, and 892 are required

Credits: 2

Every Fall

PT 885 Specific System Diagnosis and Management

Specific Systems Diagnosis and Management is a 4-credit course offered during the summer semester of the third year of the Doctorate of Physical Therapy curriculum. The course is designed to provide the student an overview of the pathology, examination, evaluation, and interventions of patients with specific system pathologies. Presentation of course material will reinforce earlier course work from anatomy, physiology, and previous examination, evaluation, and intervention courses. This course will also cover content related to the use of orthotics and prosthetics and the management of patients with amputations. The pedagogical approach of the course will include an emphasis on problem-oriented learning in an effort to encourage active student involvement in the education process. Course content has been organized to provide the student with a theoretical knowledge base that can be used in the diagnosis, prognosis, examination, and intervention of individuals with metabolic, endocrine, gastrointestinal, genitourinary, and integumentary pathologies. Students will be expected to recall and apply information from previous coursework in a clinically relevant manner to critically analyze problems covering a variety of clinical scenarios. Upon completion of the course, students will be expected to synthesize course content in such a way as to demonstrate clinical decision-making in regard to individuals with specific system pathologies.

Pre-requisites of PT 785, 822, 834, and 995 are required

Co-requisites of PT 950 is required

Credits: 4

Every Summer

PT 890 Foundations of Therapeutic Exercise

This course will introduce students to the scientific and theoretical basis as well as the clinical application of therapeutic exercises commonly used by physical therapists such as range of motion, stretching, resistance, and aerobic exercises. Specific course content will include indications, precautions, contraindications, principles and procedures for applying various types of therapeutic exercise interventions. Clinical reasoning, evidence based practice, and independent learning will be fostered through traditional lectures, group discussions, laboratory activities, and case presentations. In order to critically analyze clinical scenarios presented in this course, students will be expected to integrate and apply information learned from any preceding physical therapy coursework in addition to those learned from this course. At the completion of the course, students will be expected

to be able to design an exercise program aimed at improving physical impairments and functional limitations.

The co-requisites of PT 757, 764, 766 and 877 are required. The pre-requisites of PT 752, 759, 762, 770, 775 and 780 are required.

Credits: 3

Every Spring

PT 892 Musculoskeletal PT II

The second of three courses designed to help students apply the theory and skills used by physical therapists to assess, evaluate, diagnose, and manage movement-related patient problems of individuals with musculoskeletal pathologies. This course will focus on the joints of the lower extremity and incorporate the pathology, diagnosis, and management of non-operative and operative conditions of the hip, knee, foot, and ankle. Presentations will take place in both the classroom and laboratory settings, and will foster critical thinking, practice of new techniques pertinent to orthopedic physical therapy, independent learning, and problem solving through traditional lectures, lab practice, and small group discussions. Upon completion of the course, students will be able to safely examine and treat individuals with lower extremity musculoskeletal pathologies.

Pre-requisites of PT 790, 810,830, and 875 are required

Co-requisites of PT 820, 850, 832, and 880 are required

Credits: 3

Every Fall

PT 915 Clinical Reasoning

Clinical Reasoning is offered in the fall semester of the 3rd year of the Doctor of Physical Therapy program. The course is intended to foster and enhance students' clinical reasoning in managing various types of patient populations. The majority of classes will be case-based. Students will use a comprehensive clinical reasoning framework to perform in-depth case analyses throughout the five elements of the patient management model. Emphasis is placed on the pillars of evidence-based practice – clinical expertise, patient's values and preferences, as well as best research evidence. Students will need to apply and synthesize didactic knowledge covered in previous and concurrent physical therapy courses as well as clinical knowledge gained from prior clinical education experiences. At the completion of this course, students are expected to demonstrate sound clinical reasoning throughout the patient management process.

The pre-requisites of PT 950 and 885 are required.

The co-requisites of 879, 960 and 975 are required.

Credits: 5

Every Fall

PT 940 Alternative and Complementary Therapies

This course is designed to introduce the student to

the theories, application, assumptions, and outcomes of a wide variety of alternative and complementary therapies, including homeopathy, chiropractic, naturopathy, Tai Chi, yoga, and acupuncture, among others. This course addresses the importance of these therapies within the larger framework of the current health care system. Students will discuss the expected growth of these therapies for the foreseeable future as well as the impact of these therapies on the profession of physical therapy.

Student must be a Physical Therapy major in order to register for this course.

PT 950 Clinical Practice II

The student is supervised by the clinical instructor while applying the knowledge and skills acquired in previous coursework. This 9-week clinical experience is designed to provide the student opportunities to improve clinical decision-making and critical thinking skills through use of the patient management model, evidence-based practice, collaboration with patients, family members and other health professionals, and develop consultation, education, and administration skills. Students also have the opportunity to engage in prevention/wellness programs, participate at Grand Rounds/Team Conference, and outcome assessments. Students are expected to recall and apply information from previous coursework in a clinically relevant manner to critically analyze problems covering a variety of clinical settings. Upon completion of the clinical experience, students are expected to synthesize course content in such a way as to demonstrate competency in the professional behaviors necessary for becoming an effective physical therapist.

Pre-requisites of PT 850 is required

Co-requisites of PT 885 is required

Credits: 5

Every Summer

PT 955 Clinical Practice III

Clinical Practice III is a 10-week, full time clinical practice course under the supervision of a licensed physical therapist. This clinical experience is designed to provide the student opportunities to improve clinical decision-making and critical thinking skills through use of the patient management model, evidence-based practice, collaboration with patients, family members and other health professionals, and develop consultation, education, and administration skills. Students may also have the opportunity to engage in prevention/wellness programs, participate at Grand Rounds/Team Conference, and outcome assessments. Students are expected to recall and apply information from previous coursework in a clinically relevant manner to critically analyze problems covering a variety of clinical settings.

Pre-requisites of PT 850 and 950 are required

Co-requisites of PT 956 required

Credits: 8

Every Spring

PT 956 Clinical Practice IV

Clinical Practice IV is a 10 week, full time clinical practice course under the supervision of a licensed physical therapist. The student attends a clinical practice facility for 10 consecutive weeks with specific hours arranged by each facility. This clinical experience is designed to provide the student opportunities to improve clinical decision-making and critical thinking skills through use of the patient management model, evidence-based practice, collaboration with patients, family members and other health professionals, and develop consultation, education, and administration skills. Students may also have the opportunity to engage in prevention/wellness programs, participate at Grand Rounds/Team Conference, and outcome assessments. Students are expected to recall and apply information from previous coursework in a clinically relevant manner to critically analyze problems covering a variety of clinical settings.

Pre-requisites of PT 850 and 950 are required

Co-requisites of PT 955 required

Credits: 8

Every Spring

PT 960 Instrumented Movement Analysis

This course provides an opportunity for students to become familiar with instruments used in the study of human movement. In addition to lecture presentations, this course includes discussions, demonstrations, and hands-on practice of instrumentation typically found in a human movement laboratory such as electromyography, two-dimensional and three-dimensional motion analysis, metabolic gas analysis, and dynamometry. Upon course completion, students are expected to describe the use of advanced instrumentation in the analysis of human movement, and be able to perform basic setups using the equipment.

The co-requisites of PT 879, 915, 975 are required.

The pre-requisites of PT 885 and PT 950 are required.

Credits: 1

Every Fall

PT 975 Health Care Delivery

Health Care Delivery is a 3-credit course offered during the fall semester of the third year of the Doctorate of Physical Therapy curriculum and is designed to provide the student with the management theory and skills to use human resources effectively, understand the concepts behind cost control, finance, and entrepreneurship. The pedagogical approach of the course includes case studies and didactic lectures. Course content includes introducing the theory and practice of managing and developing employees, interviewing, developing job position descriptions, performance evaluations, conflict resolution, budgeting practices, financial reports, reimbursement concepts, guiding employees through change, marketing, business plan, quality assurance, outcomes management, risk

management, and federal/state laws and legal issues.

The prerequisite of PT 950 is required and the co-requisites of PT 879, 915 and 995 are required.

Credits: 3

Every Fall

PT 995 Musculoskeletal PT III

The third and final course designed to help students apply the theory and skills used by physical therapists to assess, evaluate, diagnose, and manage movement-related patient problems of individuals with musculoskeletal pathologies. This course will focus on the temporomandibular joint, cervical, thoracic, and lumbosacral spine and incorporate the pathology, diagnosis, and management of non-operative and operative conditions of the various spinal regions. Presentations will take place in both the classroom and laboratory settings, and will foster critical thinking, practice of new techniques pertinent to orthopedic physical therapy, independent learning, and problem solving through traditional lectures, lab practice, and small group discussions. Upon completion of the course, students will be able to safely examine and treat individuals with spinal musculoskeletal pathologies.

The pre-requisites of PT 850, PT 820, PT 832, PT 880 and PT 892 are required.

The co-requisites of PT 785, PT 822 and PT 834 are required.

Credits: 4

Every Spring

DIVISION OF PHYSICIAN ASSISTANT STUDIES

Professor: Joanna Shulman, MD, FACOG
(Medical Director)

Assistant Professor: Sharon Verity, PA-L, MPAS
(Division Director)

Assistant Professors: Marion Masterson, PA-C,
MPAS; Maria Compte, MD, MPH; James Eckert,
PA-C, MA

Instructor: Camile Kiefer, RN, PA-C; Dwayne A.
Williams, PA-C

Adjunct Faculty: 14

M.S. in Physician Assistant Studies

The 86-credit M.S. in Physician Assistant Studies is an intense, 28-month professional program that prepares health practitioners to work in a wide variety of clinical settings. Physician assistants take medical histories and perform physical examinations, select and interpret diagnostic tests and manage the health problems of patients under the supervision of a physician. In general, PAs may perform 80-90% of the care provided by physicians. Additionally, they may specialize in any area of medicine or surgery and enjoy lateral mobility, meaning that they may move from specialty to specialty without additional formal training.

LIU Brooklyn's Physician Assistant Studies program was the first such program to be approved by the New York State Education Department. The Accreditation Review Commission on Education for the Physician Assistant, Inc. (ARC-PA) has granted Accreditation-Continued to the Physician Assistant Studies Program sponsored by LIU Brooklyn. Accreditation-Continued is an accreditation status granted when a currently accredited program is in compliance with the ARC-PA *Standards*.

Accreditation remains in effect until the program closes or withdraws from the accreditation process or until accreditation is withdrawn for failure to comply with the *Standards*. The approximate date for the next validation review of the program by the ARC-PA will be **March 2020**. The review date is contingent upon continued compliance with the accreditation *Standards* and ARC-PA policy. The program is a member of the Physician Assistant Education Association.

During the didactic year, medical courses are augmented with clinical experiences. During the clinical year, students are assigned to clinical rotations for twelve months on a full-time basis, returning to the program once every five weeks.

After meeting all campus and degree requirements, a certificate and the Master of Science degree are conferred upon the candidate. This enables the candidate to sit for the National

Certifying Examination administered by the National Commission on the Certification of Physician Assistants (NCCPA).

The highest ethical and professional standards are expected to be upheld throughout the physician assistant course of study. The program is challenging and requires dedication, a high ethical standard, and professionalism in addition to intelligence, skill and medical knowledge.

Program Requirements

Students may attend LIU Brooklyn on a part-time or full-time basis while completing their prerequisite courses. During this phase students are expected to:

- Complete a minimum of 500 hours of direct patient care experience. Of these 500 hours, a minimum of 300 hours must be completed by the time of submission of CASPA application. Acceptable types of direct patient care experience include: medical assistant; surgical technologist; licensed practical or registered nurse; dental assistant; dental hygienist; certified nursing assistant; home health aide; residential aide; emergency medical technician; paramedic; physical therapist; occupational therapist; physical therapy assistant; physical therapy aide; occupational therapy assistant; occupational therapy aide; respiratory therapist; perfusionist; electrocardiographic (EKG) technician; phlebotomist; ophthalmologic technician; volunteer work involving direct patient care; shadowing a physician, physician assistant or dentist. Other types of experiences may be acceptable. If you are interested in clinical experience that differs from those listed above, please contact the Division of Physician Assistant Studies to determine if the proposed experience is acceptable.
- Obtain at least a baccalaureate degree from an accredited college or university no later than at the time of matriculation to the Division of Physician Assistant Studies.
- Maintain a grade point average of 3.0 or above (overall and in prerequisites) in courses taken at an accredited college or university.
- Demonstrate acceptable academic performance.
- Complete all prerequisite coursework, which includes: one year (two courses) of not less than 4 credits each in general biology, with laboratory; one year (two courses) of not less than 4 credits each in general chemistry, with laboratory; one semester (one course) of not less than 4 credits in human anatomy, with laboratory; one semester (one course) of not less than 3 credits in human physiology, with or without laboratory; one semester of microbiology; one semester of statistics.
- Sit for the Graduate Record Examination (GRE). The code for LIU Brooklyn is 2369. The application to the Division of Physician Assistant Studies is evaluated on the following criteria:
 - A cumulative grade point average of 3.0.
 - A cumulative grade point average in the

prerequisite courses of 3.0.

- A personal statement as to why the applicant wishes to become a physician assistant.
- Breadth and amount of patient care experience.
- Three satisfactory recommendations included in the CASPA application.
- Completion of course work and above criteria within a specified time limit.
- Successful completion of the GRE. There is not currently a minimum score set by the Division of Physician Assistant Studies for this examination.
- A recommendation for acceptance from the Division of Physician Assistant Studies Admissions Committee, based upon all entities as described above.

Some applicants are selected for personal interviews based on the strength of the written application. If an applicant is invited for a personal interview, the interview itself is evaluated on the criteria of satisfactory performance based on assessment of qualities such as interpersonal relations, concern for others, integrity, and an ability to communicate effectively and maturely.

The division is accredited to have 84 students enrolled in the curriculum, e.g., 42 students in the didactic year and 42 students in the clinical year.

Course work and above criteria must be completed within a specified time limit. Applicants meeting all of the criteria above may be considered for an interview.

Initial application to the professional phase of the program for transfer students should be made through the Centralized Application Service for Physician Assistants (CASPA) by visiting www.caspaonline.org. CASPA will collect and summarize all of the applicant's data (application form, transcripts, recommendations), which will be forwarded to the Physician Assistant Studies Program. When all materials have been received and reviewed, selected applicants will be invited to a personal interview. If the candidate is accepted to the program, a deposit of \$500 is required to hold a seat in the incoming class.

A supplemental application also must be filed through the Office of Admissions. Please apply online at My LIU or use the Apply Now link in the top navigation bar. For more information on the admissions process, visit the Office of Admissions Web site.

Advanced Standing

The Division of Physician Assistant Studies does not offer advanced standing to any applicants, including those who have prior experience as a medical student or physician assistant student or who are foreign medical graduates.

Technical Standards

Observation - The ability to observe is required for demonstrations, visual presentations in lectures and laboratories, laboratory evidence and microbiological cultures, microscopic studies of microorganisms and tissues in normal and pathological states. A candidate must be able to observe patients accurately and completely, both

closely and from a distance. Observation requires functional vision and somatic sensation and is enhanced by a sense of smell.

Communication - A candidate should be able to speak, hear and observe patients in order to elicit information, perceive non-verbal communications and describe changes in mood, activity and posture. The candidate must be able to communicate effectively and sensitively with patients through speech, and through reading and writing. Communication in oral and written form with the health care team must be effective and efficient.

Motor - A candidate should have sufficient motor function to elicit information from patients by palpation, auscultation and percussion, as well as to carry out diagnostic maneuvers. A candidate should have motor function sufficient to execute movements reasonably required to provide general care and emergency treatment to patients. Such skills require coordination of gross and fine muscular movements, equilibrium and sensation.

Intellectual-Conceptual, Integrative and Quantitative Abilities - Problem solving is a critical skill demanded of physician assistants; this skill requires all of these abilities. The candidate must also be able to comprehend three-dimensional relationships as well as the spatial relationship of structures.

Behavioral and Social Attributes - A candidate must have sufficient emotional health to fully use his or her intellectual ability, to exercise good judgment, to complete all responsibilities, and to attend to the diagnosis and care of patients. A candidate must be able to develop mature, sensitive and effective relationships with patients and colleagues. A candidate must be able to tolerate physical and emotional stress and continue to function effectively. A candidate must possess qualities of adaptability, flexibility and be able to function in the face of uncertainty. He/she must have a high level of compassion for others, motivation to serve, integrity and a consciousness of social values. A candidate must possess sufficient interpersonal skills to interact positively with people from all levels of society, all ethnic backgrounds and all belief systems. The administration of the Physician Assistant Studies program recognizes its responsibility to present candidates who have the knowledge and skills to function in a broad variety of clinical situations and to render a wide spectrum of patient care. The responsibility for these technical standards is primarily placed on the Physician Assistant Admissions Committee to select entering Physician Assistant Studies students who will be the candidates for the degree.

Health Requirements

All students entering or re-entering the professional phase of the M.S. degree in Physician Assistant Studies must complete and submit a Health Examinations/Vaccinations form located in the Forms & Documents section of the Office of Admissions website, as well as the division's

health forms. The division's health forms will be sent along with the package of materials that is mailed out in May of the year in which the student will enter the program, after the student is accepted into the program and after the student submits the deposit to hold the seat. Additional health forms are required for entry into the clinical year of the division's curriculum.

Clinical Year Clerkships

Each clinical year student completes ten (10) clerkships of five (5) weeks in length. The faculty creates an individual rotation schedule for each clinical year student. The student must return to LIU Brooklyn campus at the end of each clerkship for a two-day End-of-Rotation Meeting with the faculty.

Students must rotate in each of the following clerkships during the clinical year: internal medicine, surgery, family medicine, emergency medicine, pediatrics, obstetrics and gynecology, psychiatry, internal medicine elective, surgical elective and clinical elective.

M.S, Physician Assistant Studies

Program Code: 06928

Must complete all of the following courses:

Didactic Year Courses (Year 1)

MS	500	Anatomy	3.00
MS	501	Physiology	1.00
MS	502A	Pharmacology I	3.00
MS	503A	Art and Science of Medicine I	2.00
MS	504A	Clinical Medicine I	4.00
MS	505	Psychosocial Aspects of Medicine	1.00
MS	506	Pathology	2.00
MS	502B	Pharmacology II	3.00
MS	503B	Art and Science of Medicine II	2.00
MS	504B	Clinical Medicine II	6.00
MS	507	Role Socialization	1.00
MS	508A	Research Methods I: Epidemiology	1.00
MS	509	Preventive Medicine	1.00
MS	510	Clinical Laboratory Science	1.00
MS	504C	Clinical Medicine III	3.00
MS	508B	Research Methods II: Evidence-Based Medicine	1.00
MS	511	Introduction to Medical Literature	1.00
MS	512	Medical Informatics	1.00
MS	513	Surgery	2.00
MS	514	Emergency Medicine	1.00

Clinical Year Courses (Year 2)

MS	601	Internal Medicine	4.00
MS	602	Surgery	4.00
MS	603	Pediatrics	4.00
MS	604	Family Medicine	4.00
MS	605	Emergency Medicine	4.00
MS	606	Obstetrics and Gynecology	4.00
MS	607	Behavioral Medicine	4.00
MS	608	Medical Elective	4.00
MS	609	Surgical Elective	4.00
MS	610	Clinical Elective	4.00
MS	611	Clinical Seminar I	1.00
MS	612	Clinical Seminar II	1.00
MS	613	Clinical Seminar III	1.00
MS	614	Summative Evaluation	1.00
MS	615	Capstone Project	2.00

Credit and GPA Requirements

Minimum Total Credits: 86

Minimum Major GPA: 3.0

Physician Assistant Courses

MS 500 Anatomy

The study of the structure of the human body with a clinical emphasis. Lectures and labs will emphasize anatomy and anatomic relationships significant to common clinical medicine topics and surgical procedures. Includes cadaver lab.

Prerequisites: admission to the graduate program in Physician Assistant Studies.

In order to register for this course, the student must be a graduate student in the Physician Assistant plan.

Credits: 3

Every Fall

MS 501 Physiology

A study of organ systems, with presentations emphasizing normal physiology of each system. Lectures discuss normal function, cellular changes and pathological changes where appropriate.

Prerequisites: admission to the graduate program in Physician Assistant Studies.

In order to register for this course, the student must be a graduate student in the Physician Assistant plan.

Credits: 1

Every Fall

MS 502A Pharmacology I

Part one of a two-semester sequence in pharmacology and clinical therapeutics. This course introduces the principles of pharmacokinetics and pharmacodynamics, dosage forms and dose-response relationships. Classes of pharmaceuticals will be studied, with a focus on the mechanisms of drug action in different therapeutic classes, common side effects of prototypic drugs in each category, drug side effects and drug-drug interactions, the interaction of drugs with the disease state under treatment, polypharmacy, and reputable sources of information about drugs.

Prerequisites: admission to the graduate program in Physician Assistant Studies.

In order to register for this course, the student must be a graduate student in the Physician Assistant plan.

Credits: 3

Every Fall

MS 502B Pharmacology II

Part two of two-semester sequence in pharmacology and clinical therapeutics. This course continues the consideration of the principles of pharmacokinetics and pharmacodynamics, dosage forms and dose-response relationships. Additional classes of pharmaceuticals will be studied, with a focus on the mechanisms of drug action in different therapeutic classes, common side effects of prototypic drugs in each category, drug side effects and drug-drug interactions, the interaction of drugs with the disease state under treatment, polypharmacy, and reputable sources of information about drugs.

Prerequisites: successful completion of the fall semester of the didactic year of the graduate program in Physician Assistant Studies.

The pre-requisites of MS 500, 501, 502A, 503A, 504A, 505 and 506 are all required.

Credits: 3

Every Spring

MS 503A Art and Science of Medicine I

Part one of a two-semester sequence in the art and science of physical diagnosis. Students learn the principles of patient interviewing, the components and practice of conducting the medical history, and the science and technique of performing a physical examination. Areas of the physical examination considered in this semester include general survey, vital signs, head, ears, eyes, nose and throat, neck, chest and heart. Students also learn the indications, contraindications, equipment, technique, and complications of common clinical procedures. This course contains both lecture and laboratory components.

Prerequisites: admission to the graduate program in Physician Assistant Studies.

In order to register for this course, the student must be a graduate student in the Physician Assistant plan.

Credits: 2

Every Fall

MS 503B Art and Science of Medicine II

Part two of two-semester sequence in the art and science of physical diagnosis. Students learn principles of patient interviewing, components and practice of conducting the medical history, and science and technique of performing a physical examination. Areas of the physical examination considered this semester include the abdominal, male and female genitalia, breasts, rectal, musculo-skeletal, and neurological examinations. Course contains both lecture and laboratory components.

Prerequisites: successful completion of the fall semester of the didactic year of the graduate program in Physician Assistant Studies.

The pre-requisites of MS 500, 501, 502A, 503A, 504A, 505 and 506 are all required.

Credits: 2

Every Spring

MS 504A Clinical Medicine I

Part one of a three-semester sequence in clinical medicine. This course introduces the student to the epidemiology, incidence, pathophysiology, signs, symptoms, pertinent laboratory studies, diagnosis, treatment and prognosis of disease processes affecting the human body. Disciplines considered in this semester include cardiology, pulmonology, otorhinolaryngology, ophthalmology, infectious diseases, and gastroenterology. Prerequisites: admission to the graduate program in Physician Assistant Studies.

In order to register for this course, the student must be a graduate student in the Physician Assistant plan.

Credits: 4

Every Fall

MS 504B Clinical Medicine II

Part two of a three-semester sequence in clinical medicine. This course introduces the student to the epidemiology, incidence, pathophysiology, signs, symptoms, pertinent laboratory studies, diagnosis, treatment and prognosis of disease processes affecting the human body. Disciplines considered in this semester include but are not limited to: endocrinology, nephrology, immunology, rheumatology, radiology, geriatrics, psychiatry, pediatrics, and hematology.

Prerequisites: successful completion of the fall semester of the didactic year of the graduate program in Physician Assistant Studies.

The pre-requisites of MS 500, 501, 502A, 503A, 504A, 505 and 506 are all required.

Credits: 6

Every Spring

MS 504C Clinical Medicine III

Part three of a three-semester sequence in clinical medicine. This course introduces the student to the epidemiology, incidence, pathophysiology, signs, symptoms, pertinent laboratory studies, diagnosis, treatment and prognosis of disease processes affecting the human body. Disciplines considered in this semester include but are not limited to: dermatology, neuroanatomy, neurology, obstetrics and gynecology, and radiology.

Prerequisites: successful completion of the spring semester of the didactic year of the graduate program in Physician Assistant Studies.

The pre-requisites of MS 502B, 503B, 504B, 507, 508A, 509 and 510 are all required.

Credits: 3

Every Summer

MS 505 Psychosocial Aspects of Medicine

This course considers primarily the non-medical issues critical to caring for patients. Topics include: cultural competency; medical ethics; substance abuse; human sexuality; and end of life care.

Prerequisites: admission to the graduate program in Physician Assistant Studies.

In order to register for this course, the student must be a graduate student in the Physician Assistant plan.

Credits: 1

Every Fall

MS 506 Pathology

This course considers the pathophysiology of disease states at a cellular, structural and systemic level, including cellular dynamics; modes of death; the cardiovascular, pulmonary, gastrointestinal, humoral, renal, neurological, endocrine and reproductive systems. Genetic disorders are also considered.

Prerequisites: admission to the graduate program in Physician Assistant Studies.

In order to register for this course, the student must be a graduate student in the Physician Assistant

plan.

Credits: 2

Every Fall

MS 507 Role Socialization

Course examines the physician assistant profession from inception in the mid-1960s to the present.

Topics considered include: history of the profession; state licensure and regulation; maintenance of professional license and certification; regulation of physician assistant education; types of reimbursement through health insurance plans; the physician-physician assistant relationship; other types of health care professionals and their roles in caring for patients; interacting with other health care professionals; and professionalism.

Prerequisites: successful completion of the fall semester of the didactic year of the graduate program in Physician Assistant Studies.

The pre-requisites of MS 500, 501, 502A, 503A, 504A, 505 and 506 are all required.

Credits: 1

Every Spring

MS 508A Research Methods I: Epidemiology

Course is designed to give students an introduction to the fundamentals of clinical epidemiology: measuring health statistics, how vital statistics are used in public health research and interventions, concepts of causality and risk. The relevance of epidemiologic concepts to public health and clinical work will be highlighted through the use of case studies and the examples of current health research.

Prerequisites: successful completion of the fall semester of the didactic year of the graduate program in Physician Assistant Studies.

The pre-requisites of MS 500, 501, 502A, 503A, 504A, 505 and 506 are all required.

Credits: 1

Every Spring

MS 508B Research Methods II: Evidence-Based Medicine

Part two of a two-semester sequence in research methodology. This is a course in evidence-based medicine. Topics include: study design, diagnostic and screening tests, assessment of diagnostic studies, and medical practice as seen through the lens of evidence-based medicine. A component in clinical problem-solving is also included.

Prerequisites: successful completion of the spring semester of the didactic year of the graduate program in Physician Assistant Studies.

The pre-requisites of MS 502B, 503B, 504B, 507, 508A, 509 and 510 are all required.

Credits: 1

Every Summer

MS 509 Preventive Medicine

This course examines health promotion and disease prevention; infectious disease control and prevention; prevention of disease resulting from contaminated food sources and from poor nutrition; occupational health; international health; preventable injuries; and importance of the role of

behavior, culture and society in the perception of health.

Prerequisites: successful completion of the fall semester of the didactic year of the graduate program in Physician Assistant Studies.

The pre-requisites of MS 500, 501, 502A, 503A, 504A, 505 and 506 are all required.

Credits: 1

Every Spring

MS 510 Clinical Laboratory Science

This course is designed to introduce students to the science of clinical laboratory medicine. Topics to be considered include but are not limited to: hematologic laboratory studies, chemistries, urinalysis, cardiac enzymes, blood gases, and the ways in which these laboratory tests inform the understanding of the disease state.

Prerequisites: successful completion of the fall semester of the didactic year of the graduate program in Physician Assistant Studies.

The pre-requisites of MS 500, 501, 502A, 503A, 504A, 505 and 506 are all required.

Credits: 1

Every Spring

MS 511 Introduction to Medical Literature

This course considers methods of conducting medical database searches; the use of a personal computer in clinical medicine for data storage and access to medical databases; the variety of medical databases currently in use; use of medical references; formulation and development of a research topic. Prerequisites: successful completion of the spring semester of the didactic year of the graduate program in Physician Assistant Studies.

The pre-requisites of MS 502B, 503B, 504B, 507, 508A, 509 and 510 are all required.

Credits: 1

Every Summer

MS 512 Medical Informatics

This course considers electronic medical records; medical insurance, including Medicaid and Medicare; billing and coding; health insurance fraud; and health literacy.

Prerequisites: successful completion of the spring semester of the didactic year of the graduate program in Physician Assistant Studies.

The pre-requisites of MS 502B, 503B, 504B, 507, 508A, 509 and 510 are all required.

Credits: 1

Every Summer

MS 513 Surgery

This course considers the approach to the surgical patient. The focus is on clinical diagnoses requiring a surgical management. Topics include: anesthesia; preoperative, intra-operative and postoperative care; disorders of the upper gastrointestinal tract; disorders of the stomach, liver, spleen, pancreas, and gallbladder; colorectal disorders; cardiothoracic surgery; orthopaedic surgery; vascular surgery; urology; transplant surgery. Prerequisites: successful completion of the spring semester of the didactic

year of the graduate program in Physician Assistant Studies.

The pre-requisites of MS 502B, 503B, 504B, 507, 508A, 509 and 510 are all required.

Credits: 2

Every Summer

MS 514 Emergency Medicine

This course considers the approach to the emergent patient. Emphasis is placed on stabilization and emergent care. Topics include: stabilization; emergency ophthalmology; acute coronary syndrome; myocardial infarction; heart failure; poisoning; hyper- and hypothermia; fractures and sprains; animal bites; burns; sexual assault; pneumonia; trauma; and other concerns.

Prerequisites: successful completion of the spring semester of the didactic year of the graduate program in Physician Assistant Studies.

The pre-requisites of MS 502B, 503B, 504B, 507, 508A, 509 and 510 are all required.

Credits: 1

Every Summer

MS 601 Internal Medicine

This clinical course is a clinical clerkship in internal medicine. All clinical clerkships are five (5) weeks in length. Each student is assigned a clinical site and preceptor at the inception of the clinical year. Please see the Division of Physician Assistant Studies Clinical Year Handbook for further information. Prerequisites: successful completion of the didactic year of the Physician Assistant Studies curriculum.

The pre-requisites of MS 504C, 508B, 511, 512, 513 and 514 are all required.

Credits: 4

Every Fall, Spring and Summer

MS 602 Surgery

This clinical course is a clinical clerkship in surgery. All clinical clerkships are five (5) weeks in length. Each student is assigned a clinical site and preceptor at the inception of the clinical year. Please see the Division of Physician Assistant Studies Clinical Year Handbook for further information.

Prerequisites: successful completion of the didactic year of the Physician Assistant Studies curriculum.

The pre-requisites of MS 504C, 508B, 511, 512, 513 and 514 are all required.

Credits: 4

Every Fall, Spring and Summer

MS 603 Pediatrics

Clinical course is a clinical clerkship in pediatrics. All clinical clerkships are five (5) weeks in length. Each student is assigned a clinical site and preceptor at inception of the clinical year. Please see the Division of Physician Assistant Studies Clinical Year Handbook for further information.

Prerequisites: successful completion of the didactic year of the Physician Assistant Studies curriculum.

The pre-requisites of MS 504C, 508B, 511, 512, 513 and 514 are all required.

Credits: 4

Every Fall, Spring and Summer

MS 604 Family Medicine

This clinical course is a clinical clerkship in family medicine. All clinical clerkships are five (5) weeks in length. Each student is assigned a clinical site and preceptor at the inception of the clinical year. Please see the Division of Physician Assistant Studies Clinical Year Handbook for further information. Prerequisites: successful completion of the didactic year of the Physician Assistant Studies curriculum.

The pre-requisites of MS 504C, 508B, 511, 512, 513 and 514 are all required.

Credits: 4

Every Fall, Spring and Summer

MS 605 Emergency Medicine

This clinical course is a clinical clerkship in emergency medicine. All clinical clerkships are five (5) weeks in length. Each student is assigned a clinical site and preceptor at the inception of the clinical year. Please see the Division of Physician Assistant Studies Clinical Year Handbook for further information. Prerequisites: successful completion of the didactic year of the Physician Assistant Studies curriculum.

The pre-requisites of MS 504C, 508B, 511, 512, 513 and 514 are all required.

Credits: 4

Every Fall, Spring and Summer

MS 606 Obstetrics and Gynecology

This clinical course is a clinical clerkship in obstetrics and gynecology. All clinical clerkships are five (5) weeks in length. Each student is assigned a clinical site and preceptor at the inception of the clinical year. Please see the Division of Physician Assistant Studies Clinical Year Handbook for further information.

Prerequisites: successful completion of the didactic year of the Physician Assistant Studies curriculum.
The pre-requisites of MS 504C, 508B, 511, 512, 513 and 514 are all required.

Credits: 4

Every Fall, Spring and Summer

MS 607 Behavioral Medicine

This clinical course is a clinical clerkship in behavioral medicine. All clinical clerkships are five (5) weeks in length. Each student is assigned a clinical site and preceptor at the inception of the clinical year. Please see the Division of Physician Assistant Studies Clinical Year Handbook for further information. Prerequisites: successful completion of the didactic year of the Physician Assistant Studies curriculum.

The pre-requisites of MS 504C, 508B, 511, 512, 513 and 514 are all required.

Credits: 4

Every Fall, Spring and Summer

MS 608 Medical Elective

This clinical course is a clinical clerkship in a

particular discipline of internal medicine. All clinical clerkships are five (5) weeks in length. Each student is assigned a clinical site and preceptor at the inception of the clinical year. Please see the Division of Physician Assistant Studies Clinical Year Handbook for further information.

Prerequisites: successful completion of the didactic year of the Physician Assistant Studies curriculum.
The pre-requisites of MS 504C, 508B, 511, 512, 513 and 514 are all required.

Credits: 4

Every Fall, Spring and Summer

MS 609 Surgical Elective

This clinical course is a clinical clerkship in a particular discipline of surgery. All clinical clerkships are five (5) weeks in length. Each student is assigned a clinical site and preceptor at the inception of the clinical year. Please see the Division of Physician Assistant Studies Clinical Year Handbook for further information.

Prerequisites: successful completion of the didactic year of the Physician Assistant Studies curriculum.
The pre-requisites of MS 504C, 508B, 511, 512, 513 and 514 are all required.

Credits: 4

Every Fall, Spring and Summer

MS 610 Clinical Elective

This clinical course is a clinical clerkship in a particular clinical discipline of the student's choice. All clinical clerkships are five (5) weeks in length. Each student is assigned a clinical site and preceptor at the inception of the clinical year. Please see the Division of Physician Assistant Studies Clinical Year Handbook for further information.

Prerequisites: successful completion of the didactic year of the Physician Assistant Studies curriculum.
The pre-requisites of MS 504C, 508B, 511, 512, 513 and 514 are all required.

Credits: 4

Every Fall, Spring and Summer

MS 611 Clinical Seminar I

In this seminar, students will draw on their clinical clerkship(s) in Internal Medicine and/or the Internal Medicine elective as well as all material previously learned in the entire PA Studies curriculum to produce and deliver a detailed patient case presentation from Internal Medicine or an Internal Medicine elective before a group of clinical year PA students and faculty member(s). Prerequisites: successful completion of the didactic year of the Physician Assistant Studies curriculum.

The pre-requisites of MS 504C, 508B, 511, 512, 513 and 514 are all required.

Credits: 1

Every Fall

MS 612 Clinical Seminar II

In this seminar, students will draw on their clinical clerkship(s) in General Surgery and/or the Surgical elective as well as all material previously learned in the entire PA Studies curriculum to produce and

deliver a detailed patient case presentation from General Surgery or a Surgical elective before a group of clinical year PA students and faculty member(s).

Prerequisites: successful completion of the didactic year of the Physician Assistant Studies curriculum.
The pre-requisites of MS 504C, 508B, 511, 512, 513 and 514 are all required.

Credits: 1

Every Fall

MS 613 Clinical Seminar III

In this seminar, students practice the techniques that will lead to successful completion of the Physician Assistant National Certifying Examination (PANCE). Each student will draw on all material previously learned in the entire PA Studies curriculum and additional PANCE materials to prepare for this examination, which is a prerequisite for PA licensure. Prerequisites: successful completion of MS 601, 602, 603, 604, 605, 606, 607, 608, 609, 610, 611, and 612.

The pre-requisites of MS 504C, 508B, 511, 512, 513 and 514 are all required.

Credits: 1

Every Fall

MS 614 Summative Evaluation

In this laboratory course, students will draw on all material previously learned in the entire PA Studies curriculum to complete a summative evaluation. This evaluation will take place in the Division's Simulation Laboratory. The student will demonstrate his or her ability to evaluate, stabilize, examine, diagnose, perform relevant clinical procedures, and treat the simulated patient (Sim-Man 3G). The student will also demonstrate the ability to work well with other members of the health care team and to provide culturally competent care. Prerequisites: successful completion of MS 601, 602, 603, 604, 605, 606, 607, 608, 609, 610, 611, and 612.

The pre-requisites of MS 504C, 508B, 511, 512, 513 and 514 are all required.

Credits: 1

Every Fall

MS 615 Capstone Project

Students will draw on all material previously learned in the entire PA Studies curriculum to complete a capstone project in partial fulfillment of the requirements of the Master's degree. The student will formulate a research paper based on a clinical issue of interest to the student from one of the student's clinical clerkships. The student will also use techniques learned in Research Methods I and II and in Introduction to Medical Literature in the didactic year.

Prerequisites: successful completion of the didactic year of the Physician Assistant Studies curriculum.
The pre-requisites of MS 504C, 508B, 511, 512, 513 and 514 are all required.

Credits: 2

Every Fall

DEPARTMENT OF PUBLIC HEALTH

Associate Professor and Chair: Bojana Beric, M.D., Ph.D.

Undergraduate Practicum Coordinator: Scott Westervelt, M.S.

Director of Practicum: Joyce Hall, M.P.H.

Adjunct Faculty: 5

Public Health is the science of protecting and improving the health of communities through education, promotion of healthy lifestyles, and research to prevent disease, injury, disability, and premature death. Public health professionals analyze how genetics, personal choice, policies, systems and the natural and built environment affect health; then we work with the communities affected to develop products, programs, services, policies, and messages that protect the health of people who are or could be affected. In traditional clinical medicine, health care professionals diagnose and treat one sick person at a time. In public health, professionals focus on protecting entire communities or populations from becoming sick in the first place. Our three goals are to (1) keep well people healthy, (2) keep people who are at-risk from becoming sick or disabled, and (3) to prevent the recurrence of health problems among people who are already sick or injured.

The 42-credit LIU Brooklyn Master of Public Health (M.P.H.) is a very practical/applied professional degree program. The mission of the program is to inspire and prepare future public health practitioners for careers that focus on collaborating with people and communities affected to prevent illness, disability and premature death. Our course work includes service-learning opportunities so that students have “real-world” experience long before they graduate.

Our area of specialization, our “concentration,” is Health Education, Policy and Communications, often referred to as Health Promotion. The health promotion and disease prevention strategies emphasized in our program are policy change, environmental change, education, and mass media campaigns. In combination, these are very effective methods for improving the health status of communities and populations at large.

People trained in public health have many career options. There is a great demand for public health promotion specialists in local, state, federal and international government agencies (not all with “health” in their names), community-based organizations, schools and universities, not-profit organizations, workplaces, health care settings, foundations, branches of the military, and professional associations.

Graduates can find fascinating and challenging, and meaningful public health work focusing on a particular population (e.g., school-age children, working adults, seniors, hospital inpatients), on a

particular setting (see above), the use of many or one or two particular skills (e.g., education, training, advocacy, community assessment, program planning, program evaluation, research, media campaign development), and/or a specific health issue (e.g., infant mortality, pollution, obesity, HIV/AIDS, depression and suicide, terrorism, natural disasters). The challenges are many, and change constantly. Public health promotion is a dynamic and exciting profession with a myriad of traditional and “out-of-the box” options for well-prepared professionals.

In addition to earning the internationally recognized M.P.H. degree, at the time of graduation, students are also eligible to apply for the Certified Health Education Specialist examination administered by the National Commission for Health Education Credentialing, Inc. We urge students to take that exam in their last semester or within six months of graduation.

Application Requirements

To apply for this program, prospective candidates must submit all of the following to the Office of Admissions:

- **Official transcripts** from all accredited undergraduate and graduate institutions attended; degrees from institutions earned outside of the United States or Canada must be evaluated by an agency recommended by LIU Brooklyn
- **Personal statement** following the specific Master of Public Health Program guidelines. The guidelines are available on the Website. Standard/generic personal statements will not be accepted.
- **At least two (2) current letters of reference** on agency/institutional letterhead completed by individuals who are qualified to comment on
 - (1) your academic background/achievements and potential *and*
 - (2) your volunteer or paid community or health-related experience
- **A current resume.** Highlight any health, public health, medical, or community paid or volunteer work experience, studies, or training.
- **Current Graduate Record Exam (GRE) test scores.** Test scores more than five years old will NOT be accepted.
EXCEPTION: Applicants with official transcripts showing completed graduate degrees are NOT required to submit GRE scores, though they are strongly urged to do so.
- **TOEFL test score:** If you are an international applicant who does not have an undergraduate degree from a regionally accredited US college or university, or if English is not your native language, submit **official scores for Test of English as a Foreign Language (TOEFL) exam or accepted equivalent tests.**
- **Interviews:** Interviews are not required but are desirable. Applicants may be invited to the university for a **personal interview** with Master of Public Health program faculty to

discuss particular aspects of their applications. Applicants who are not able to participate in person, will be asked to call in or to Skype the Master of Public Health program representative who is requesting the interview.

Submitting an Application for Admission

All applicants must apply for admission to LIU Brooklyn. Please apply online at My LIU or use the Apply Now link in the top navigation bar of the campus’ website. For more information on the admissions process, visit the Office of Admissions website.

Important Dates

Application deadlines can be found on the program website, www.liu.edu/brooklyn/mph

Program Requirements

Continued enrollment in this program is contingent upon:

- A cumulative 3.0 GPA must be maintained throughout the program
- Completion of 30 credits of required courses
- Completion of 6 credits of an elective course
- Completion of 6 credits of capstone and
- Practicum experiences (MPH 798 and 799)

Master of Public Health

M.P.H., Public Health

[Program Code: 33024]

Required core courses:

MPH	600	Foundations of Public Health and Health Education	3.00
MPH	610	Principles of Epidemiology	3.00
MPH	615	Principles of Biostatistics	3.00
MPH	620	Social and Behavioral Sciences in Public Health	3.00
MPH	625	Environmental Health Issues in Public Health	3.00
MPH	735	Research Methods in Public Health and Health Education	3.00
MPH	740	Public Health Planning, Implementation and Evaluation	3.00
MPH	745	Organizing and Educating for Health	3.00
MPH	750	Public Health Policy, Advocacy and Leadership	3.00
MPH	755	Public Health Planning, Implementation and Evaluation	3.00
MPH	798	Public Health Capstone Seminar: Promoting Health Equity	3.00

MPH	799	Public Health Field Practicum	3.00
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Of the following elective courses only two are required:

MPH	500	Public Health Application of Informatics	3.00
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MPH	510	Public Health Preparedness	3.00
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MPH	515	Public Health Implications of HIV/AIDS	3.00
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MPH	520	Public Health Nutrition	3.00
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MPH	525	Social Marketing Strategies for Improving Public Health	3.00
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MPH	530	Global Public Health Challenges	3.00
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MPH	535	Infectious Diseases and Public Health Practice	3.00
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Credit and GPA Requirements

Minimum Total Credits: 42

Minimum Major GPA: 3.00

Public Health Courses

MPH 500 Public Health Applications of Informatics

This course provides a basic understanding of public health informatics and its application in a public health setting. The goal is for students to understand the basic technological tools and building blocks needed to develop and manage public health data collection systems to meet analytical needs.

The pre-requisite of MPH 600 is required.

Credits: 3

On Occasion

MPH 510 Public Health Preparedness

This course introduces students to major concepts relevant to past and potential future disease outbreaks including acts of bioterrorism. Students receive a brief review infectious disease epidemiology including investigation, control, prevention and surveillance. These fundamentals are then used to construct a framework for assessing threats to public health and recommending an appropriate response.

Credits: 3

On Occasion

MPH 515 Public Health Implications of HIV/AIDS

This course will focus on public health issues related to HIV/AIDS with an emphasis on HIV/AIDS epidemiology and prevention. Lectures will cover primary prevention (preventing HIV infection in those who are uninfected), secondary prevention (preventing development of HIV disease in those who are HIV-infected), and tertiary prevention (preventing morbidity and mortality in those with HIV disease).

Credits: 3

On Occasion

MPH 520 Public Health Nutrition

This course is an introduction to public health nutrition. It covers the prevention and solutions to diet-related conditions at the population level rather than the individual level, with a focus on current problems such as obesity and type 2 diabetes. It emphasizes the determining factors of food intake and nutritional status including: economic, environmental, societal and institutional factors. It introduces current nutrition programs and policies for improving the nutrition status of various populations. Three credits.

Credits: 3

On Occasion

MPH 525 Social Marketing Strategies for Improving Public Health

Social marketing, the use of marketing principles, concepts, and theories to facilitate socially beneficial behavior change, is an increasingly popular though often misunderstood public health intervention. This overview course reviews the

history of social marketing applications to public health, differentiates social marketing from related but significantly different strategies, and analyzes social marketing campaign requirements, limitations, tips for success, typical challenges, and expected outcomes. Three credits.

Credits: 3

On Occasion

MPH 530 Global Public Health Challenges

This course is designed to give the student and introduction to the issues of global health and the factors controlling it. The basic principles of global health, including measurement, determinants and the relationship to socio-economic development will be explored. The evolution of epidemics and the phenomena of endemic and pandemic disease will be considered. The understanding of burden of and determinants of morbidity and mortality are examined.

In order to register for this course, the student must be active in the Public Health plan.

Credits: 3

Every Fall and Spring

MPH 535 Infectious Diseases and Public Health Practice

This is an introduction to the epidemiology and control of infectious diseases. The course is taught from the perspective of public health communicable disease containment: detection, investigation, control, and prevention of infectious diseases in communities. The course emphasizes core concepts in infectious disease transmission mechanisms, dynamics, and containment; evidence-based approaches to designing and implementing infectious disease control and prevention measures, and an overview of epidemiologic methods for investigating infectious disease transmission and containment.

The pre-requisite of MPH 710 is required.

Credits: 3

On Occasion

MPH 540 Current Issues in Public Health I

The purpose of this course is to expose students to up to three current critical public health challenges. Students will learn about the epidemiology of selected contemporary issues; the interdisciplinary workforce involved; key research findings; efforts to integrate research findings into practice; current, new, and emerging interventions. Students also will meet public health and health promotion leaders in these arenas and learn about their on-the-job challenges and achievements.

Credits: 3

Every Fall

MPH 545 Current Issues in Public Health II

This course exposes students to up to three current critical public health challenges. Students will learn about the epidemiology of selected contemporary issues; the interdisciplinary workforce involved; key research findings; efforts to integrate research findings into practice; current, new, and emerging

interventions; and they will meet public health and health promotion leaders in these arenas and learn about their challenges and achievements.

Credits: 3

Every Spring and Summer

MPH 600 Foundations of Public Health and Health Education

This course is an introduction to public health and health education, specifically: academic foundations; key principles; priorities; values; concepts; vocabulary; key document; historic milestones; pioneers and leaders; codes of ethics; professional organizations and associations; career and professional development options; future trends.

Credits: 3

Every Fall

MPH 610 Principles of Epidemiology

This course introduces the distribution and determinants of health and disease in defined populations. It also emphasizes the skills necessary to research, produce, utilize and critique epidemiologic literature.

In order to register for this course, the student must be active in the Public Health plan.

Credits: 3

Every Fall and Spring

MPH 615 Principles of Biostatistics

This course is an introduction to the field of biostatistics. Emphasis is on key concepts and health data interpretation. Includes an introduction to data and data types; tools for describing central tendency and variability in data; methods for performing inference on population means and proportions via sample data; statistical hypothesis testing and its application to group comparisons; issues of power and sample size in study designs; and random sample and other study types. Students are also taught the statistical software SPSS.

In order to register for this course, the student must be active in the Public Health plan.

Credits: 3

Every Fall and Spring

MPH 620 Social and Behavioral Sciences in Public Health

This course introduces the role of well established and new and emerging social and behavioral science theories in shaping research and practice in public health and health promotion and education. Students will analyze and compare theories and review research that supports and/or challenges different theories' contributions to health promotion and disease prevention at the individual, group, organizational, community, and public policy levels.

In order to register for this course, the student must be active in the Public Health plan.

Credits: 3

Every Fall and Spring

MPH 625 Environmental Health Issues in Public Health

The study of biological, physical, chemical, economic, political, and social factors that cause environmental health problems, and traditional and new and emerging approaches to help prevent and manage/control these problems.

In order to register for this course, the student must be active in the Public Health plan.

Credits: 3

Every Fall and Spring

MPH 710 Foundations of Public Health and Health Education

This course is an introduction to public health and health education, specifically: academic foundations; key principles; priorities; values; concepts; vocabulary; key document; historic milestones; pioneers and leaders; codes of ethics; professional organizations and associations; career and professional development options; future trends.

Credits: 3

Every Fall

MPH 715 Principles of Epidemiology

This course introduces the distribution and determinants of health and disease in defined populations. It also emphasizes the skills necessary to research, produce, utilize and critique epidemiologic literature.

In order to register for this course, the student must be active in the Public Health plan.

Credits: 3

Every Fall and Spring

MPH 720 Principles of Biostatistics

This course is an introduction to the field of biostatistics. Emphasis is on key concepts and health data interpretation. Includes an introduction to data and data types; tools for describing central tendency and variability in data; methods for performing inference on population means and proportions via sample data; statistical hypothesis testing and its application to group comparisons; issues of power and sample size in study designs; and random sample and other study types. Students are also taught the statistical software SPSS.

In order to register for this course, the student must be active in the Public Health plan.

Credits: 3

Every Fall and Spring

MPH 725 Social and Behavioral Sciences in Public Health

This course introduces the role of well established and new and emerging social and behavioral science theories in shaping research and practice in public health and health promotion and education. Students will analyze and compare theories and review research that supports and/or challenges different theories' contributions to health promotion and disease prevention at the individual, group, organizational, community, and public

policy levels.

In order to register for this course, the student must be active in the Public Health plan.

Credits: 3

Every Fall and Spring

MPH 735 Research Methods in Public Health and Health Education

This course is an introduction to publication-based research design and methods, including the logic of scientific research, research ethics, causal inference, hypothesis formation, measurement theory, survey research, experimental design, qualitative methods, sampling and data analysis applications. The bridges and barriers to the diffusion and application of research results to practice will be discussed.

The pre-requisites of MPH 600, 610 and 620 are required. The pre-requisite or co-requisite of MPH 615 is also required.

Credits: 3

Every Fall and Spring

MPH 740 Public Health Planning, Implementation and Evaluation

This course provides an overview of health promotion planning frameworks and issues in planning, implementing and evaluating health promotion programs in a variety of settings. Students participate in a service learning project to assist a community-based organization or public health agency in developing an evidence-based public health promotion program.

The pre-requisites of MPH 600, 610 and 620 are required. The pre-requisite or co-requisite of MPH 615 and MPH 735 is also required.

Credits: 3

Every Fall and Spring

MPH 745 Principles and Methods of Health Education and Promotion

This course examines the design, production and evaluation of health promotion and disease programs and services rooted in health education theory, research, and best practices. Includes support and work group facilitation; group presentations; community and professional group training; community organizing; and coalition building. Emphasizes the benefits of and techniques for coordinating multiple, well-integrated, and well-coordinated interventions.

The pre-requisite of MPH 600 is required.

Credits: 3

Every Fall and Summer

MPH 750 Public Health Policy, Advocacy and Leadership

This course provides an overview of effective leadership principles that contribute toward creating a shared vision among individuals, groups, organizations and communities; the role of public health practitioners in advocating for programs and policies that improve the public's health; strategies and techniques for participating effectively in the legislative process.

The pre-requisite of MPH 600 is required.

Credits: 3

Every Fall and Spring

MPH 755 Public Health Planning, Implementation and Evaluation

This course provides an overview of health promotion planning frameworks and issues in planning, implementing and evaluating health promotion programs in a variety of settings. Students participate in a service learning project to assist a community-based organization or public health agency in developing an evidence-based public health promotion program.

The pre-requisites of MPH 600, 610 and 620 are required. The pre-requisite or co-requisite of MPH 615 and MPH 735 is also required.

Credits: 3

Every Fall and Spring

MPH 760 Global Public Health Challenges

This course is designed to give the student and introduction to the issues of global health and the factors controlling it. The basic principles of global health, including measurement, determinants and the relationship to socio-economic development will be explored. The evolution of epidemics and the phenomena of endemic and pandemic disease will be considered. The understanding of burden of and determinants of morbidity and mortality are examined.

In order to register for this course, the student must be active in the Public Health plan.

Credits: 3

Every Fall and Spring

MPH 765 Infectious Diseases and Public Health Practice

This is an introduction to the epidemiology and control of infectious diseases. The course is taught from the perspective of public health communicable disease containment: detection, investigation, control, and prevention of infectious diseases in communities. The course emphasizes core concepts in infectious disease transmission mechanisms, dynamics, and containment; evidence-based approaches to designing and implementing infectious disease control and prevention measures, and an overview of epidemiologic methods for investigating infectious disease transmission and containment.

The pre-requisite of MPH 710 is required.

Credits: 3

On Occasion

MPH 798 Public Health Capstone Seminar: Promoting Health Equity

A culminating academic experience in which students design a public health health promotion program/strategy/intervention that involves the application and integration the perspective/mindset, knowledge and skills acquired from the Program of Study to a local public health problem. Projects focus on the application of health education, advocacy, and communication

strategies and reducing health disparities.

The pre-requisites of MPH 600, 610, 615, 740 and 745 required.

Credits: 3

Every Fall and Spring

MPH 799 Public Health Field Practicum

A 200-hour field practicum/placement at a local health organization that involves the performance of health education, health advocacy, and health communication functions, and the collection and analysis of data as appropriate, under the supervision of a qualified health professional to determine or assess a response to an actual public health challenge. A practicum report is completed and presented in the form of an oral presentation and scientific poster.

The pre-requisite or co-requisite of MPH 798 is required.

Credits: 3

Every Fall and Spring

DEPARTMENT OF SOCIAL WORK

Phone: 718-488-1025

Fax: 718-246-6428

Associate Professor: Amandia Speakes-Lewis, M.S.W., Ph.D. (Chair)

Associate Professor: Donna Wang, M.S.W., Ph.D.

Associate Professor: Samuel C. Jones, M.S.W., D.S.W.

Professor: Jessica Rosenberg, M.S.W., PhD

Associate Professor: Kathryn Krase, M.S.W., Ph.D., J.D.

Assistant Professors: Jo Rees, M.S.W., Ph.D. :

Sheila Vakharia, M.S.W., PhD;

Field Work Coordinators: Renie Rondon Jackson,

M.S.W, PhD: Michael Ash, M.S.W.

Adjunct Faculty: 32

LIU is the first university to offer a fully accredited social work program in Brooklyn on both the undergraduate and the graduate level. The Department's Common Ground Service Learning Program provides students from all disciplines with the opportunity to gain valuable volunteer experience in a wide range of service venues throughout the greater New York area. Social work as a profession is an exciting growth area that offers professional flexibility, longevity and personal satisfaction.

Master of Social Work (M.S.W.)

LIU Brooklyn's 60-credit Master of Social Work (M.S.W.) offers degree candidates five different concentrations: gerontology, nonprofit management, alcohol and substance abuse, child and family welfare, and forensic social work. The program is collaboration between LIU Brooklyn and LIU Post (Brookville), and courses are available at both locations. It is accredited by the Council of Social Work Education (CSWE), signifying that it meets the highest standards of academic excellence.

The program is integrated to provide a step-wise progression in student understanding of generalist and specialized practice. The first-year curriculum includes content in the eight foundation areas of policy, practice, human behavior, field, diversity, populations at risk, and promotion of social justice and values. It introduces the student to the components of generalist practice with systems of all sizes and provides an understanding of generalist practice that distinguishes between generalist and advanced content while supporting the integration of specialized knowledge and technologies into a generalist perspective. It also introduces the student to the principles of interdisciplinary collaboration, preparing them for work in interdisciplinary fields of practice.

The second-year curriculum builds upon the first year by deepening the student's understanding

and demonstrated mastery of psychosocial assessment, administrative theory and practice, and diversity sensitive practice. Students select a specific area of concentration – not-for profit management, substance abuse, gerontology, child and family welfare or forensic social work – for more specialized education in a particular area of practice. The research curriculum in the second year supports the concentrated study by demonstrating application of research methodology to the student's specialized area of concentration. Field experience in the second year provides an opportunity for the student to apply generalist and specialized knowledge in the selected area of concentration. The curriculum is consistent with program goals insofar as the student receives a generalist background that includes a conception of generalist practice, an eclectic knowledge base and an understanding of the relationship of values, diversity, populations at risk and promotion of social justice to the social work professional role with systems of all sizes.

An Interdisciplinary Approach

The M.S.W. program brings an interdisciplinary approach to graduate social work studies, combining coursework not only across campuses but also across departments within campuses and across traditional social work disciplines. Students who earn the Master of Social Work degree from LIU will have the skills, knowledge and values required to deliver direct care to a broad population as well as in the field of their chosen concentration. They will be prepared to manage and administer social service programs and agencies within the fields of mental health, community service, social service, and case and care management.

Gerontology Concentration

Students in the gerontology concentration will show an intellectual mastery of and demonstrate the professional ability to competently respond to the physical, psychological, social and spiritual needs of older people and the major issues, concepts and theories related to late-age functioning. Students who choose this concentration may choose one of two tracks: direct client service through senior community service, or leadership in long-term care administration.

The senior community service track incorporates both clinical and administrative content areas. Students in this track will learn to plan and to develop community services for older adults; perform intervention, develop treatment plans and understand and manage issues of death, bereavement and loss.

Those who take the long-term care administration track will gain an in-depth understanding of health care facility administration, health care financing, legal issues in health and personal management. The long-term care administration track meets most of the academic requirements for eligibility for the Nursing Home Administrator's licensing examination in New York State.

As an added benefit, graduates of either Gerontology track may also qualify for a New York State Advanced Certificate by taking just one additional course, which is offered by LIU.

Non-Profit Management Concentration

The concentration in non-profit management provides students with the knowledge, the values and the skills to work effectively and to administer programs in virtually any segment of the social service community – from child welfare to health and mental health – and in a variety of programs that address a broad range of social issues from hunger and homelessness to women at risk. Upon completion of the concentration in non-profit management, graduates may also qualify for an Advanced Certificate in Not-For-Profit Management by taking just one additional course, which is offered by the School of Business.

Alcohol and Substance Abuse Concentration

The alcohol and substance abuse concentration incorporates various methods and systems of practice to prepare students to work with individuals, families, groups and the community at large. This concentration prepares graduates to work in settings ranging from school to community-based organizations and from mental health clinics to the criminal justice system.

Graduates of this program will have the knowledge, the skills and the values to deliver alcohol and substance abuse counseling and to perform assessment; clinical evaluation; treatment planning; case management; and client, family and community education. In addition, they will become completely familiar with their professional and ethical responsibilities as well as the documentation process.

The alcohol and substance abuse concentration has been designed in conjunction with the New York State Department of Education's requirements for the Certificate in Alcohol and Substance Abuse Counseling (CASAC). Students can complete the requirements for CASAC by fulfilling additional internship hours after completing the M.S.W. degree.

Child and Family Welfare Concentration

The child and family welfare concentration will provide educational curriculum to students interested in working in an interdisciplinary context with children and their families. This concentration was developed with input from the Nassau County Department of Social Services, the Nassau County Coalition Against Domestic Violence, the Family and Children's Association and other community-based organizations' personnel. It incorporates knowledge, values and skills that professionals need to effectively work with children and their families across a broad range of social issues and in multiple programs.

After completing their first-year M.S.W. coursework, students will develop their understanding about policies and services specific to children and families, family violence across the lifespan, community-based practice with children and families, and community mental health.

Forensic Social Work Concentration

Forensic social workers perform a vital public service in guiding their clients through the daunting and ever-changing legal system. These professionals possess a firm grasp of the civil, criminal and juvenile justice systems, along with a profound understanding of how socioeconomic, cultural, religious, and other aspects of their clients’ lives may impact access to legal services.

To meet a growing national interest in forensics (the application of physical science, mental health, technology and the legal system) and a growing recognition of the complex interplay between social, clinical, and legal services, the Department of Social Work offers a forensics social work concentration within the 60-credit Master of Social Work (M.S.W.) program.

As a graduate of the Master of Social Work program with the concentration in forensic social work, students will be exceptionally prepared to apply the principles of social work to the legal system, including applicable local, state and federal laws; civil and criminal courts and the juvenile justice system; law enforcement agencies; and correctional facilities. Clients may be children or adults, individuals or families, organizations or communities. Their legal difficulties may involve child custody and parental rights issues due to domestic violence and neglect and crimes relating to mental illness and substance abuse. They may face arrest and incarceration, be imprisoned or hospitalized, or be on probation or parole.

The forensic social work concentration prepares students to serve all of these populations, by identifying societal issues and their impact on your clients; screening, assessing and counseling your clients; planning and implementing interventions; making client referrals; and otherwise serving as effective advocates for diverse and at-risk clients, who may range from individual children or adults to organizations or communities.

Admissions Criteria

The admissions criteria reflect the program’s goals and objectives and support LIU’s mission of Access and Excellence. The program seeks students from varied backgrounds who reflect the diversity of the populations its graduates will serve, including the suburban population of Nassau County and the multiethnic, urban population of Brooklyn and New York City, as well as the greater tri-state area. Through direct care or leadership roles in the field of social work, students who apply to this program should be interested in working with populations at risk.

The program seeks applicants who have a broad liberal arts education consisting of the humanities; the social and behavioral sciences; the natural sciences including biology and courses reflective of a basic interest in human services.

Admissions Requirements

- To be admitted to this program, you must:
- Hold a bachelor of arts degree from a regionally accredited university
 - Have a minimum overall grade-point average

of 2.8 or better

- Have a B average or better in courses taken during the final four semesters of undergraduate study
- Submit a minimum of three recommendations
- Submit a personal narrative/autobiographical statement
- Submit an undergraduate transcript from all colleges or universities previously attended
- Possess the personal characteristics and qualifications essential for professional work with vulnerable individuals and with populations at risk
- Submit an application to the Office of Admissions (see Submitting an Application for Admission)

Submitting an Application for Admission

All applicants must apply for admission to LIU Brooklyn. Please apply online at My LIU or use the Apply Now link in the upper right-hand corner of the campus’ website.

In addition to completing the graduate application, we request that you collect all required documents needed for admission and mail them together in a single envelope to:

LIU Brooklyn
Admissions Processing Center
P.O. Box 810
Randolph, MA 02368-0810

Please note that the program admits students for the fall semester only. All applications and supporting documentation must be submitted by April 1st.

Program Requirements

Continued enrollment in this program is contingent upon:

- Earning a grade of B or better in all field education courses
- Maintaining a minimum grade-point average of 3.0
- Being in compliance with all program, CSWE and NASW standards
- Earning the required 60 credits within a four-year period.

M.S.W., Social Work

Program Code: 29207

Must Complete All Courses Listed Below.

SWK 601	Policy I: History and Philosophy of Social Work Social Welfare Policy and Services	3.00
SWK 602	Policy II: Social Welfare Policies and Services: Social Provisions & Framework	3.00
SWK 611	Social Work Practice I: Working with Individuals and Groups	3.00
SWK 612	Social Work Practice II: Working with Families	3.00

SWK 613	Social Work Practice III: Social Work Practice with Organizations and Communities	3.00
SWK 621	Human Behavior/Social Environment I: Birth through Adolescence	3.00
SWK 622	Human Behavior/Social Environment II: Young through Late Adulthood	3.00
SWK 623	Human Service Organizations and Administrative Behavior: A context for Soc Work	3.00
SWK 650	Psychopathology	3.00
SWK 701	Field Instruction I	3.00
SWK 702	Field Instruction II	3.00
SWK 703	Field Instruction III: Specialization	3.00
SWK 704	Field Instruction IV: Research II and three courses in the concentration.	3.00
SWK 790	Capstone Seminar	3.00
SWK 798	Research Methods I: Introduction to Social Research	3.00
SWK 799	Social Work Research II: Advanced Research Methods for Practice	3.00

Child and Family Welfare Concentration
Must Complete All Courses Listed Below:

SWK 660	Families and Children: Policy and Services	3.00
SWK 661	Family Violence Across the Lifespan	3.00
SWK 662	Community Based Practice with Children and Families	3.00
SWK 663	Child Psychopathology	3.00

Alcohol & Substance Abuse Concentration

Must Complete All Courses Listed Below:

SWK 674	Thrs/Prn:Al/Sub Cnsl	3.00
SWK 675	Intr:Tch Sub Ab Cnsl	3.00
SWK 677	Soclg/Psylg Aspects	3.00
SWK 678	Phys/Pharmlg Effects	3.00

Gerontology Concentration

Must Complete All Courses Listed Below:

MPA 602	Human Resources Management	3.00
MPA 616	Legal Aspects of Health	3.00

PM 738 Gerontology: The Process of Aging 3.00

Must Complete One Course (3 Credits) Listed Below:

MPA 616 Legal Aspects of Health 3.00

PM 739 Long-Term Care Administration 3.00

PM 743 Aging Policy in the Community 3.00

Non-Profit Management Concentration

Must Complete All Courses Listed Below:

PM 741 Fundraising 3.00

MPA 624 Non Profit Management 3.00

MPA 602 Human Resource Management 3.00

MPA 626 Legal, Etincal & Gov. Issues 3.00

Forensic Social Work Concentration

Must Complete All Courses Listed Below:

SWK 630 Forensic Social Work & the Criminal and Juvenile Justice Systems 3.00

SWK 631 Interviewing, Evaluating and Offering Treatment as a Forensic Social Worker 3.00

SWK 632 Forensic Social Work with Drug and Alcohol Populations in the Criminal and Juvenile Justice Systems 3.00

SWK 633 Forensic Social Work and Domestic Violence - Legal, Cultural, Ethnic and Religious Issues in the Criminal and Juvenile Justice Systems 3.00

Credit and GPA Requirements

Minimum Total Credits: 60

Minimum Major GPA: 3.0

Advanced Certificate in Forensic Social Work

Advanced Certificate in Forensic Social Work

Students who complete the four courses in Forensic Social Work concentration and one additional course will qualify for the New York State Advance Certificate in Forensic Social Work. The certificate program may be taken by post-masters students as well as by students currently in the LIU Masters of Social Work program.

Advanced Certificate, Forensic Social Work

(Program Code: 34760)

The following four courses are required:

SWK 630 Forensic Social Work & the Criminal and Juvenile Justice Systems 3.00

SWK 631 Interviewing, Evaluation, and Offering Treatment as a Forensic Social Worker 3.00

SWK 632 Forensic Social Work with Drug and Alcohol Populations in the Criminal and Juvenile Justice Systems 3.00

SWK 633 Frnsc SWK & Domste Viol-Legl,Cultrl,Ethnc & Religious Issues in Crimlnl & Juvenle Justice Systems 3.00

Choose one of the following:

BMS 571 Introduction to Criminalistics 3.00

SWK 661 Family Violence Across the Lifespan 3.00

Credits and GPA Requirements

Minimum Total Credits: 15

Minimum Major GPA: 3.0

Social Work Courses

SWK 601 Policy I: History and Philosophy of Social Work Social Welfare Policy and Services

This introductory policy class provides information about the development of social work as a profession; historical and contemporary social welfare policies, services and institutions; and examines how economic, political, and organizational systems influence how services are created and provided. These themes are discussed within a context of social issues and connect social welfare policy and social work practice. Students will gain historical and contemporary knowledge of the various forms and mechanisms of oppression and discrimination and their relationship to social and economic justice for society in general and at-risk/special populations.

The student must be active in the graduate Social Work plan in order to register for this course.

Credits: 3

Every Fall

SWK 602 Policy II: Social Welfare Policies and Services: Social Provisions & Framework for Policy Analysis

This course is the second class in the policy sequence. Students explore the modern welfare state from local, state, federal and national perspectives and learn about those factors which contribute to the existence of social problems. Students are introduced to a framework for policy analysis and related concepts such as the basis of social allocations, and the nature of social provisions. The course also helps students to develop a deeper understanding of the social work profession's role in advocacy and social action for policy change. Information about government benefits and programs including those that address income support, family and child welfare, disability, aging, substance abuse, and health care are also provided.

The pre-requisite of SWK 601 is required.

Credits: 3

Every Spring

SWK 611 Social Work Practice I: Working with Individuals and Groups

The first of four practice courses, this course provides a foundation for social work practice on micro and mezzo levels with diverse populations in a variety of settings. It provides an overview of the values, ethics and knowledge upon which social work practice is based. The course provides a generalist problem solving approach to the understanding of social work practice with individuals and groups. Building upon the generalist model, this course demonstrates the linkages between a generalist perspective and an integrated theoretical perspective for advanced practice with individuals and groups. The course includes historical content, person in-environment and systems perspectives, communication and

relationship-building exercises, a walkthrough of a clinical interview and the stages of treatment, an integrated clinical approach to individual and group practice and an application of generalist and advanced practice skills with groups in specific settings.

The student must be active in the graduate Social Work plan in order to register for this course.

Credits: 3

Every Fall

SWK 612 Social Work Practice II: Social Work Practice with Families

The second of three courses in the Practice Sequence, this course focuses on working with families and the individuals within the family through the life span. Developing an understanding of the interplay between the developmental issues of the individual and the life stages of the family as a unit, through the life span, will be a primary focus of the course. Another primary focus of the course is an exploration of the work of various family theorists and their varied methods of intervention. Special emphasis will be placed on psychodynamic systems and cognitive/behavioral theories and techniques of intervention.

The pre-requisites of SWK 611, 621 and 701 are required. The co-requisites of SWK 702, 613 and 622 are required.

Credits: 3

Every Spring

SWK 613 Social Work Practice III: Working with Organizations and Communities

This practice course focuses on macro social work practice within a systems perspective. The course clarifies the common elements of practice with systems of all sizes and identifies the application of micro and mezzo strategies of intervention within the organizational and community context, e.g. work with teams, coalitions, boards.

The course provides an introduction to role theory and its application to collaboration and other forms of multi-disciplinary and interdisciplinary activity. The course begins with an analysis of the worker's role within the organization, starting with the historical antecedents of social work practice in this macro arena.

Practice III demonstrates the relationship of the generalist intervention model (GIM) to work with organizations and the various tasks of the social worker at different phases of intervention. The second half of the course focuses on social work practice with communities. The curriculum includes a systems perspective for understanding communities with an emphasis on ecological and social systems, demographic development, social stratification, and political and economic systems. The course highlights the factors that define power in the community and the worker's role in promoting social and economic justice. The course includes an analysis of the application of the generalist intervention model (GIM) to the change

process in communities. The course includes material on value conflicts and value conflict resolution in social work practice with organizations and communities as well as strategies for evaluation of practice.

The pre-requisites of SWK 611, 621 and 701 are required. The co-requisites of SWK 612, 702 and 622 are required.

Credits: 3

Every Fall

SWK 614 Advanced Principles of Administrative and Clinical Practice within an Interdisciplinary Context

The course is designed to orient advanced standing students to advanced practice knowledge introduced in the first year of the two year MSE program to close a knowledge gap between advanced standing students and regularly matriculated students. As such, the course provides a theoretical orientation to the interdisciplinary context of social work practice; identifies the components of role conflict resolution; and, explores strategies for promoting interdisciplinary collaboration. Building upon the generalist model, this course demonstrates the linkages between a generalist perspective and an integrated theoretical perspective for advanced clinical practice with individuals and groups. The course also explores commonalities and differences between a generalist perspective for working with families and more specialized approaches. Special emphasis is placed on psychodynamic systems and

cognitive/behavioral theories and techniques of intervention with individuals, groups and families.

The student must be active in the graduate Social Work plan in order to register for this course.

Credits: 3

On Demand

SWK 621 Human Behavior/Social Environment I: Birth through Adolescence

This course, the first of two in this sequence, provides the theoretical and empirical support for several social work values, practice skills, and ethical standards. These values and standards include respect for the dignity and uniqueness of the individual, respect of a person's right to self-determination, and respect for spirituality and the religious beliefs of others. In addition to biological, psychological, and social development, the course covers moral development.

The co-requisite of SWK 601 is required.

Credits: 3

Every Fall

SWK 622 Human Behavior/Social Environment II: Young through Late Adulthood

The second in the sequence of two HBSE courses, this course continues to provide theoretical and empirical support for social work values and ethics while providing the generalist practitioner with the knowledge necessary to work with individuals, groups, communities, and systems of all sizes. With

the focus on early, middle, and late adulthood, the social work values that are emphasized in the course embrace larger systems such as family relationships, communities, organizations, and socioeconomic policies.

The pre-requisites of SWK 611, 621 and 701 are required.

The co-requisites of SWK 612, 613 and 702 are required.

Credits: 3

Every Spring

SWK 623 Human Service Organizations and Administrative Behavior: A context for Soc Work

This course provides students with a conceptual framework for understanding human service organizations with a special emphasis on the social work field. It explores the role and function of the agency-based social work practitioner and manager through the study of organizational behavior and structural theory. Students also consider the function of human service organizations within the context of economic, political, social and technological factors and the ways in which they influence administration and service delivery. The course provides an overview of the responsibilities necessary to support effective and efficient quality services to clients including how to manage information, finances and people.

The pre-requisites of SWK 601, 602, 611, 612, 613, 621, 622 701, 702 and 798 are required.

Credits: 3

Every Spring

SWK 630 Forensic Social Work & the Criminal and Juvenile Justice Systems

The course provides an overview of the specialty of forensic social work and its interface with the criminal justice systems, from arrest to sentencing and conviction. Legal and ethical aspects of professional practice, including issues associated the competency of the accused as well as the preparation of the presentence forensic evaluatio. The debate regarding punishment versus rehabilitation is explored along with a multi-systemic perspective on the causes and prevention of crime and juvenile misconduct. Their interface with sexual, religious, racial and other sub-group involvement will also be discussed and realized.

The student must be active in the graduate Social Work plan in order to register for this course.

Credits: 3

Every Fall

SWK 631 Interviewing, Evaluation, and Offering Treatment as a Forensic Social Worker

The clinical overview leading to an accurate understanding of the underpinnings of the pathology which led to the involvement in the judicial system is a critical part to the successful practice of forensic social work. This course scrutinizes this vital component of the forensic social work process. The course also focuses on separating the various components associated with

the forensic social work role, e.g. tasks and potential ethical conflicts. The principles of generalist and clinical practice are applied to the assessment and treatment of individuals charged with a range of criminal and juvenile offenses with special attention to the specific issues associated with sentencing, diagnosis, incarceration, and release. Macro tasks related to mediating the needs of individuals and the purposes of institutions are also addressed.

The student must be active in the graduate Social Work plan in order to register for this course.

Credits: 3

Every Fall

SWK 632 Forensic Social Work with Drug and Alcohol Populations in the Criminal and Juvenile Justice Systems

This course focuses on the role of the forensic social worker in drug and alcohol related treatment and crime. Heroin, cocaine, marijuana, prescription drugs, "club drugs" (i.e. MDMA, etc.), and alcohol will be placed under a clinical microscope. Different drugs are sought by different populations of people which generally lead to different types of criminal activity. The impact of drugs and alcohol abusing offenders" behavior on their children will also be explored. The legal and ethical issues associated with the forensic social work population are explored. Attention is focused on the relationship and potential role conflicts between social work practice and 12 step self-help programs.

The student must be active in the graduate Social Work plan in order to register for this course.

Credits: 3

Every Spring

SWK 633 Frnsc SWK & Domstc Viol- Legl, Cultrl, Ethnc & Religious Issues in Crimnl & Juvenile Justice Systems

The course focuses on the role of the forensic social worker in understanding, assessing, preventing, and managing domestic violence. The cyclical nature of domestic violence and its association with alcohol and substance abuse is addressed with special attention to the needs of adult children of alcoholics who often perpetuate a pattern of violent behavior which leads to intergenerational involvement with criminal and juvenile justice systems. The course incorporates a multi-systemic perspective with an emphasis on assessing and treating the perpetrator, as well as the victims of domestic violence and also focuses on the forensic social worker"s role in impacting the institutions associated with the efforts to reduce domestic violence.

The student must be active in the graduate Social Work plan in order to register for this course.

Credits: 3

Every Spring

SWK 650 Psychopathology

This course provides a bio-psycho-social perspective to a range of Diagnostic and Statistical Manual, 4th

Ed. (DSM-IV) classified maladaptive behaviors that are exhibited by many social work clients. It provides an in-depth study of the etiology, course, prognosis, and resolution of major psychological and psychiatric conditions. The DSM-IV multi-axial system will serve as a backdrop and context in which these conditions will be presented and studied. The Competency Based- Assessment Model, which follows a process of reviewing and understanding an individual's past in order to distinguish and interpret present concerns, (Zide & Grey, 2001) is the theoretical and philosophical framework through which the course's information will flow. Student will become familiar with DSM-IV diagnostic criteria and the empirical and epidemiological data that supports each diagnosis. The course will also look at the behaviors that are evaluated in the process of arriving at a differential diagnosis. The cultural context will play a major role in understanding these conditions.

The pre-requisites of SWK 602, SWK 612, SWK 613, SWK 622 and SWK 702 are required.

Credits: 3

Every Fall

SWK 660 Families and Children: Policy and Services

This course enables students to build upon their knowledge of social welfare policy and services and apply this knowledge to the needs of children and their families. It presents students with knowledge of concepts, policies and practices, which characterize child welfare services in American society. It provides historical and legal information about various policies and programs within family and children"s services at the federal, state and local levels and examines the multiple systems that influence the life of children and their families. In addition, it explores current trends, controversial and topical issues in child welfare and family services and the social worker"s role in an interdisciplinary approach, and how to advocate for individuals and families.

The pre-requisites of SWK 602, SWK 612, SWK 613, SWK 622 and SWK 702 are required.

Credits: 3

Every Fall

SWK 661 Family Violence Across the Lifespan

This course examines the problem and consequences of family violence across the lifespan and its impact on children. It presents theoretical, research, policy and practice issues involving intra-familial child abuse and neglect, intimate partner violence, child witnessing of intimate partner violence, and elder abuse. It explores individual and group level interventions, structural influences on family violence, and policy implications in the field of social work. In addition, the course will emphasize rights to safety and safety planning for populations at-risk within the context of social justice with an emphasis of how interdisciplinary approach can assist in the empowerment of survivors of abuse.

The pre-requisites of SWK 602, SWK 612, SWK 613, SWK 622 and SWK 702 are required. The co-requisite of SWK 660 is required.

Credits: 3

Every Fall

SWK 663 Social Work Practice with At-Risk Children & Youth

This course provides a bio-psycho-social developmental perspective to a range of childhood disorders as they are classified in the Diagnostic and Statistical Manual, 4th Ed Text Revised. (DSM-IV-TR). It provides an in-depth study of the etiology, course, prognosis, and resolution of major psychological and psychiatric conditions that are encountered by children with an emphasis on a family and system approach to the conceptualization and treatment of such conditions. The DSM-IV multiaxial system will serve as a backdrop and context in which these conditions will be presented and studied. A developmental-systems (Marsh and Barkley, 1996) approach will guide the theoretical and philosophical framework of this course as the students become familiar with DSM-IV-TR diagnostic criteria for childhood psychopathology and the empirical and epidemiological data that supports each diagnosis. The course will look at internalizing and externalizing disorders of childhood that social workers are likely to encounter in various settings of practice (e.g., schools, hospitals, community centers, adoption agencies, ACS and DSS agencies). The students will learn to consider issues such as adaptations, age appropriateness, clusters and patterns of symptoms and behaviors that are instrumental in the process of differential diagnosis. The cultural context will play a major role in understanding these conditions and the differential validity, to the extent to which it exists, in assessment and treatment of children.

The pre-requisites of SWK 660 and 661 are required.

Credits: 3

Every Spring

SWK 674 Theories and Principles of Alcohol and Substance Abuse Counseling

This course will introduce students to the basic theories and principles of alcoholism and substance abuse counseling, as well as techniques for motivating the chemically dependent client to engage in treatment. Emphasis will be placed on the theories of vocational counseling and the relationship between work, self-esteem, and recovery.

The pre-requisites of SWK 602, 612, 613, 622 and 702 are required.

Credits: 3

Every Spring

SWK 675 Introduction to the Techniques of Substance Abuse Counseling

This course provides students with a foundation in basic techniques of counseling the substance abuse

population. Students will receive a comprehensive overview of chemical dependency treatment and explore various counseling intervention methods. The qualities and professional skills for competent and effective practice will also be thoroughly examined.

The pre-requisites of SWK 602, 612, 613, 622 and 702 are required.

Credits: 3

Every Fall

SWK 677 Sociological and Psychological Aspects of Substance Abuse

This course will offer students a comprehensive view of alcohol and drug use and alcohol and addiction from a historical perspective. Utilizing cultural attitudes, legal sanctions and normative values regarding alcohol and drug use, students will analyze what addiction is and who is an addict by various disciplines (i.e., medicine, sociology, psychology, etc.) and systems (i.e., family, criminal justice, social services, etc.). Students will examine ethnicity and its role in substance abuse and counseling. Students should be prepared to think critically and engage in a dialogue regarding the complex bio-psycho-social issues that impact alcoholics and/or addicts as well as the substance abuse counselor.

The pre-requisites of SWK 674 and 675 are required.

Credits: 3

Every Spring

SWK 678 Physical and Pharmacological Effects of Substance Abuse

This course will examine how the abuse of alcohol and other drugs affect the body with emphasis on the central nervous system, organ systems and general physical health. The physiological basis for the disease concept of addiction will be reviewed. Psychoactive drug categories will be explored in relation to the history of use, routes of administration and how the body processes licit and illicit substances. The effects of drugs and pharmacological interactions on metabolic processes and neuropsychological functioning will be discussed.

The pre-requisites of SWK 674 and 675 are required.

Credits: 3

Every Fall

SWK 701 Field Instruction I

This is the first course in a four semester Field Instruction sequence in the Master's in Social Work program. The first two semesters of Field Instruction provide the Foundation and the second two semesters provide the Specialization. The Foundation prepares students (1) to function at a beginning level of competence in a social service delivery system (2) to develop generalist problem-solving and relationship-building skills and (3) to integrate and apply knowledge from Practice, Policy, HBSE and Research to work with clients.

The co-requisites of SWK 611 and 798 are required.

Credits: 3

Every Fall

SWK 702 Field Instruction II

Field Instruction II is the second course in the field practicum sequence and represents the culmination of the Foundation year. Field Instruction II provides students with the opportunity to further integrate and build upon the knowledge, values and skills assimilated during the previous semester. Students further their proficiency in intervening with diverse problems and multiple sized systems, develop more intensive interactive helping skills, become better adept at writing process records and other agency records, assume more responsibility in supervision and inter-professional collaboration, and utilize research and the skills of policy practice to benefit clients. They are increasingly expected to apply a multilayered understanding of generalist practice concepts and skills to their work with clients. Students gain greater awareness of their own value base and its compatibility to professional social work values, and can utilize more sophisticated expression of their dilemmas through the supervisory and self-evaluative process. They must also demonstrate greater professional responsibility by preparing supervisory agendas; monitor both learning and client goals by evaluating progress made toward both. Learning contracts are further refined, and tasks are operationalized and tethered to the mid-semester field evaluation. Again, students are required to participate in the self-evaluation process continually throughout the semester both in oral and written evaluation sessions, as well as evaluating their field experience and supervisor.

The pre-requisites of SWK 611, 621 and 701 are required. The co-requisites of SWK 612 and 613 are required.

Credits: 3

Every Spring

SWK 703 Field Instruction III

This is the third course in a four semester Field Instruction sequence in the Master's in Social Work program. The first two semesters of Field Instruction provide the Foundation and the second two semesters provide the Specialization. The Specialization year prepares students (1) to gain expertise in gerontology, not-for-profit management or substance and alcohol abuse (2) to function at an advanced level of competence in a social service delivery system (3) to continue to practice problem-solving and relationship-building skills, (4) and to continue to integrate and apply knowledge from Practice, Policy, HBSE and Research to work with client systems.

The pre-requisites of SWK 602, SWK 612, SWK 613, SWK 622 and SWK 702 are required.

Credits: 3

Every Fall

SWK 704 Field Instruction IV

Field Instruction IV is the second course in the Advanced Curriculum/ Specialization Year. It shares its objectives with Field Instruction III. Applying social work knowledge, skills and values in the practicum is understood as a developmental process. Students make a solid beginning in the Foundation Year, continue to work towards these objectives in the Specialization Year and continue to grow and develop as master's level practitioners after earning their degree. In this spirit, in Field Instruction IV, students further their developing expertise in their specialization as described above and deepen their understanding of allied disciplines. Collaborations with professional colleagues across disciplinary lines have the opportunity to develop and mature over time.

The pre-requisite of SWK 703 is required.

Credits: 3

Every Spring

SWK 726 Interdisciplinary Assessment

The first half of this course will cover assessing mental health conditions commonly found in many older adults, such as depression, dementia, delirium, and anxiety. Caregiver and family roles will also be covered. The second half of the course will promote a clarification of the roles of different practitioners and the purpose of different health, financial legal and social services organizations serving the elderly in the community.

Credits: 3

Every Fall

SWK 790 Capstone Seminar

This course is intended to provide students with the academic framework within which they design and implement the capstone project. Students review their knowledge about role conflict within interdisciplinary setting that is related to their respective areas of concentration studies. Students then choose a topic related to the concentration area and design and carry out a research project that examines role conflict within an interdisciplinary context of social work. Finally, students design a solution to the role conflict that is embedded in interdisciplinary collaborative practice of social work. The course focuses on application of skills that have been taught in previous semesters within a particular area of concentration. Such skills include: Critical thinking, ethical practice, practice skills in systems of all sizes, research skills, communication skills, organizational skills and interdisciplinary collaboration.

The pre-requisite of SWK 799 is required.

Credits: 3

Every Spring

SWK 798 Research Methods I: Introduction to Social Research

This course places significant emphasis on the adherence to social work values and ethical standards in research and in practice evaluation. It requires the students to ask themselves Why be

ethical in an effort to help the student realize that a personal moral code is the best defense against unacceptable and unethical conduct. The student is encouraged to ponder the question of ethics with guidance from social work values and guiding principles, and the NASW Code of Ethics.

Students are presented with practical examples of ethical dilemmas and required to address the situation using critical thinking skills, technical training, and social work values. This course aims to improve students understanding of the place research plays and has played in social work practice. Using the Code of Ethics as a foundation for all research ventures, students will be taught the basic concepts of research question formation, psychometrics and use of measurement instruments. The course will introduce key components of research including research design, data collection, appropriate communication of research findings, and its relevance to the evaluation of practice, programs, and policies.

The co-requisites of SWK 611 and SWK 701 are required.

Credits: 3

Every Spring

SWK 799 Social Work Research II: Advanced Research Methods for Practice

Social work values and ethics continue to guide the student's development of technical skills for generating social work knowledge and the evaluation of social work practice. With a greater emphasis on the sensitive development and use of technology with populations-at-risk, social work values and ethics continue to be the primary components in the content of this course.

Accessing secondary data and the judicious and ethical use of the data coupled with cultural sensitivity will be woven into the fabric of the course and frequently discussed and practiced. This course aims to develop students ability to apply qualitative and quantitative research design to their area of concentration. By offering students an opportunity to design appropriate measurement instruments, identify appropriate sampling method and differences between group research design and case research design, students will gain knowledge needed to evaluate research and apply its tenets to social work. Moreover, this course gives students an opportunity to practice implementing research by familiarizing students with various data collection methods, encouraging their use of secondary data, and teaching them basic psychometric and data analysis processes.

The pre-requisites of SWK 602, SWK 612, SWK 613, SWK 622, SWK 702 and SWK 798 are required.

Credits: 3

Every Fall

LIU PHARMACY

LIU Pharmacy (Arnold & Marie Schwartz College of Pharmacy and Health Sciences) offers graduate curricula leading to the Master of Science degree in the following fields, as registered with the New York State Education Department: Pharmaceutics (with specializations in Industrial Pharmacy and Cosmetic Sciences), Pharmacology/Toxicology, and Drug Regulatory Affairs. The college also offers the Doctor of Philosophy in Pharmaceutics (Ph.D.) degree as well as an entry-level, six-year Doctor of Pharmacy (Pharm.D.) degree. Detailed information on the pharmacy programs is provided in the LIU Pharmacy bulletin.

For information, please contact the Dean's Office at bkln-pharmacy@liu.edu or visit the website at www.liu.edu/pharmacy. For additional information:

Doctor of Pharmacy Professional Program

Phone: 718-488-1234

Email: bkln-pharmd@liu.edu

Graduate Programs

Phone: 718-488-1062

Email: bkln-pharmacy-graduate-program@liu.edu

Continuing Professional Education

Phone: 718-488-1065

Email: bkln-pharmce@liu.edu

Alumni Relations

Phone: 718-780-6562

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LIU BROOKLYN APPROVED PROGRAMS

New York State Education Department Inventory of Registered Programs

Enrollment in other than registered or otherwise approved programs may jeopardize a student's eligibility for certain student aid awards.

Harriet Rothkopf Heilbrunn School of Nursing

Major	Hegis Code	Degree
Adult Nurse Practitioner	1203.1	BS / MS, MS
Adult Nurse Practitioner	1203.12	Adv. Cert.
Education for Nurses	1203.12	Adv. Cert.
Family Nurse Practitioner	1203.1	MS
Family Nurse Practitioner	1203.12	Adv. Cert.
Nurse Educator	1203.1	MS
Nursing	1203	BS

Honors College

Major	Hegis Code	Degree
Interdisciplinary Major	4901	BA, BS

LIU Global

Major	Hegis Code	Degree
Global Studies	2210	BA

LIU Pharmacy

Major	Hegis Code	Degree
Drug Regulatory Affairs	1211	MS
Pharmaceutics	1211	MS, Ph.D.
Pharmacology / Toxicology	0409	MS
Pharmacy	1211	PharmD

Richard L. Conolly College of Liberal Arts and Sciences

Major	Hegis Code	Degree
Biology	0401	BS, MS
Biochemistry	0414	BS
Chemistry	1905	BS, MS
Communication Sciences and Disorders	1220	BS
Communication Sciences and Disorders / Speech-Language Pathology	1220	BS/MS
Speech-Language Pathology (Bilingual Extension)	1220	MS
Computer Art	1009	BFA
Creative Writing	1507	MFA

Dance	1008	BFA, BS
Economics	2204	BA
English	1501	BA, MA
History	2205	BA
Humanities	5649	AA
Humanities	4903	BA
Journalism	0602	BA
Mathematics	1701	BS
Media Arts	0601	BA
Media Arts	1009	MA
Media Arts	0605	MFA
Medical Technology	1223	BS
Music – Applied Music	1004	BA
Music (Jazz Studies)	1004	BFA
Music Education in Urban Schools	0832	BS
Modern Languages – French, Spanish	1101	BA
Philosophy	1509	BA
Political Science	2207	BA, MA
Psychology	2001	BA, MA
Clinical Psychology	2003	Ph.D.
Sociology-Anthropology	2208	BA
Speech	1506	BA
Studio Art	1002	BFA
Visual Arts	1099	BA
Teacher of Visual Arts in Urban Schools	0831	BFA
Social Science	2201	MS
Social Science	4903	BA, BS
Social Science	5622	AA
United Nations	2210	Adv. Cert.
Urban Studies	2214	MA
Writing & Producing for Television	0605	MFA

School of Business, Public Administration and Information Sciences

Major	Hegis Code	Degree
Accounting	0502	BS, BS/MS, MS, MBA
Business Administration	5004	AAS
Business Administration	0506	MBA
Business Finance	0504	BS
Business Management	0506	BS
Computer Science	0701	BS, MS
Entrepreneurship	0501	BS

Gerontology	2104	Adv. Cr.
Health Administration	1202	MPA
Healthcare Management	1202	BS
Human Resources Management	0515	MS, Adv. Cr.
Marketing	0509	BS
Not-for-Profit Management	2102	Adv. Cr.
Public Administration	2102	MPA
Taxation	0502.1	MS
Technology Management	0507	BS

School of Education

Major	Hegis Code	Degree
Adolescence Urban Education: Biology	0401	BS
Adolescence Urban Education: Biology 7-12: 1st Initial	0401.01	MSEd
Adolescence Urban Education: Biology 7-12: 2nd Initial	0401.01	MSEd
Adolescence Urban Education: Biology 7-12: Non-certification	0401.01	MSEd
Adolescence Urban Education: Chemistry	1905.01	BS
Adolescence Urban Education: Chemistry 7-12: 1st Initial	1905.01	MSEd
Adolescence Urban Education: Chemistry 7-12: 2nd Initial	1905.01	MSEd
Adolescence Urban Education: Chemistry 7-12: Non-certification	1905.01	MSEd
Adolescence Urban Education: English	1501.01	BA
Adolescence Urban Education: English 7-12: 1st Initial	1501.01	MSEd
Adolescence Urban Education: English 7-12: 2nd Initial	1501.01	MSEd
Adolescence Urban Education: English 7-12: Non-certification	1501.01	MSEd
Adolescence Urban Education: Mathematics	1701.01	BS
Adolescence Urban Education: Mathematics 7-12: 1st Initial	1701.01	MSEd
Adolescence Urban Education: Mathematics 7-12: 2nd Initial	1701.01	MSEd
Adolescence Urban Education: Mathematics 7-12: Non-certification	1701.01	MSEd
Adolescence Urban Education: Social Studies	2201.01	BA
Adolescence Urban Education: Social Studies 7-12: 1st Initial	2201.01	MSEd
Adolescence Urban Education: Social Studies 7-12: 2nd Initial	2201.01	MSEd
Adolescence Urban Education: Social Studies 7-12: Non-certification	2201.01	MSEd
Adolescence Urban Education: Spanish	1105.01	BA

Applied Behavior Analysis	2099	Adv Cr.
Bilingual Education	0899	Adv. Cr.
Bilingual School Counselor	0826.01	MSEd
Bilingual School Counseling	0899	Adv. Cr.
Childhood Urban Education	0802	BS
Childhood Urban Education: 1st Initial	00802	MSEd
Childhood Urban Education: 2nd Initial	0802	MSEd
Childhood Urban Education: Non-certification	0802	MSEd
Childhood / Early Childhood Urban Education: 1st Initial	0802	MSEd
Childhood / Early Childhood Urban Education: 2nd Initial	0802	MSEd
Childhood / Early Childhood Urban Education: Non-certification	0802	MSEd
Early Childhood Urban Education: 1st Initial, 2nd Initial	0802.00	MSEd
Early Childhood Urban Education: Non-certification	0802.00	MSEd
Early Childhood Urban Education	0823	Adv. Cr.
Education Leadership	0828	Adv. Cr.
Marriage & Family Therapy	2104.1	MS, Adv. Cr.
Mental Health Counseling	2104.1	MS, Adv. Cr.
Middle Chkildhood & Adolescence Urban Ed: Biology	0401.01	BS
Middle Childhood & Adolescence Urban Education: Chemistry	1905.01	BS
Middle Childhood & Adolescence Urban Education: English	1501.01	BA
Middle Childhood & Adolescence Urban Education: Mathematics	1701	BS
Middle Childhood & Adolescence Urban Education: Social Studies	2201.01	BA
Music Education in Urban Schools	0832	BS
School Counselor	0826.01	MSEd
School Counselor	0826	Adv. Cr.
School Psychologist	0826.02	Msed
Teacher of Visual Arts in Urban Schools	0831	BFA
Teaching Urban Adolescents with Disabilities: 1st Initial	0808	MSEd
Teaching Urban Adolescents with Disabilities: 2nd Initial	0808	MSEd
Teaching Urban Adolescents with Disabilities: Non-certification	0808	MSEd
Teaching Urban Children with Disabilities: 1st Initial	0808	MSEd
Teaching Urban Children with Disabilities: 2nd Initial	0808	MSEd

Teaching Urban Children with Disabilities: Non-certification	0808	MSEd
TESOL: 1st Initial	1508	MSEd
TESOL: 2nd Initial	1508	MSEd
TESOL: Non-certification	1508	MSEd

School of Health Professions

Major	Hegis Code	Degree
Athletic Training	1299.3	BS/MS
Diagnostic Medical Sonography	1225	BS
Exercise Science	1201	MS
Forensic Social Work	2104	Adv. Cert.
Health Sciences	1201	BS
Health Sciences / Public Health	1201 / 1214	BS/MPH
Occupational Therapy	1208	BS/MS
Physical Therapy	1212	DPT
Physician Assistant Studies	1299.1	MS
Public Health	1214	MPH
Respiratory Care	1299	BS
Social Work	2104	BA, MSW
Sport Management	0599	BS
Sports Science	1299.3	BS
Teacher of Physical Education in Urban Schools	0835	BS

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