
LIU Brooklyn

2021 - 2022 Graduate Catalog

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

General Information: 718-488-1000

www.liu.edu/brooklyn

Admissions: 718-488-1011

Email: bkln-admissions@liu.edu

Notice to Students: The information in this publication is accurate as of September 1, 2021. However, circumstances may require that a given course be withdrawn or alternate offerings be made.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 regulations.

The University reserves the right to effect changes in the curriculum, administration, tuition and fees, academic schedule, program offerings, modes and methods of instruction, 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, epidemic, government action, 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 Office of University Admissions. Registered students should speak with their Success Coach.

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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 LONG ISLAND UNIVERSITY

Mission Statement

Long Island University's mission is to provide excellence and access in private higher education to those who seek to expand their knowledge and prepare themselves for meaningful, educated lives and for service to their communities and the world.

Vision

To become a nationally recognized, globally engaged, teaching and research university.

Motto

Long Island University's motto is *Urbi et Orbi* – "To the City and to the World."

Founding Date

Long Island University was founded in 1926.

Alumni

LIU has an active network of more than 275,000 alumni, including leaders and innovators in industries across the globe.

Athletics

Colors: Blue and Gold

Mascot: Sharks

Teams: 35

National Affiliation: NCAA Division I

Conference: Northeast Conference (NEC)

Campuses

Long Island University educates approximately 15,000 students each year across multiple campuses. Find out more at www.liu.edu.

LIU Brooklyn

1 University Plaza
Brooklyn, NY 11201
718-488-1000
www.liu.edu/brooklyn

LIU Post

720 Northern Boulevard
Brookville, NY 11548
516-299-2000
www.liu.edu/post

LIU Global

1 University Plaza
Brooklyn, NY 11201
718-488-1000
www.liu.edu/global

LIU College of Pharmacy

75 DeKalb Avenue
Brooklyn, NY 11201
718-488-1234
www.liu.edu/pharmacy

LIU College of Veterinary Medicine

720 Northern Boulevard
Brookville, NY 11548
516-299-2000
www.liu.edu/vetmed

LIU Hudson

735 Anderson Hill Road
Purchase, NY 10577
1800-GRAD-LIU
www.liu.edu/hudson

LIU Riverhead

121 Speonk-Riverhead Road
Riverhead, NY 11901
631-287-8010
www.liu.edu/riverhead

University Policies

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

Title IX Coordinator
Long Island University
700 Northern Boulevard
Brookville, New York 11548
Phone: (516) 299-3522

For assistance related to Title IX or other civil rights laws, please contact OCR at OCR@ed.gov or 800-421-3481, TDD 800-877-8339.

DIRECTORY

Student Support Departments

Department Name	Phone	E-Mail
Admissions, Office of <ul style="list-style-type: none"> • Undergraduate • Graduate • International 	718-488-1011	bkln-enroll@liu.edu
Alumni & Employer Engagement <ul style="list-style-type: none"> • Alumni Relations • Employer Engagement 	718-780-6562	LIUAlumni@liu.edu
Athletics	718-780-4591	Liuathletics.com
Bookstore	718-858-3888	liunet-brooklyn.bncollege.com/shop/liu-brooklyn
Campus Recreation <ul style="list-style-type: none"> • Recreation & Intramurals • Fitness Center • Pool 	718-488-3009	studentaffairs@liu.edu
Dining and Food Service	718-246-6466	Aichelmann-frederick@aramark.com
English Language Institute	718-488-1323	bkln-esl@liu.edu
Enrollment Services <ul style="list-style-type: none"> • Academic Advisement • Financial Aid • International Student Services • Transcripts 	718-488-1037	Brooklyn-enrollmentservices@liu.edu
Facilities	718-488-1079	
Learning Center <ul style="list-style-type: none"> • Tutoring Program • Writing Program • Disability Support Services 	718-488-1095	
Library	718-488-1680	www.liu.edu/brooklyn-library
LIU Promise <ul style="list-style-type: none"> • Academic Advisement • Career Success • Residence Life • Student Life • Student Veteran Resource Center • Study Abroad 	718-488-1042	bkln-promise@liu.edu
Psychological Services Center <ul style="list-style-type: none"> • Student Counseling 	718-488-1266	psc2021@liupsc.com
Public Safety, Department of	718-488-1078	publicsafety@liu.edu
Student Affairs, Division of <ul style="list-style-type: none"> • Dean of Students • Diversity, Equity, and Inclusion • Commencement • Parent & Family Programs • Title IX 	718-488-1200	studentaffairs@liu.edu
Technology, Help Desk	718-488-3300	it@liu.edu

Academic Colleges & Schools

Department Name	Phone	E-Mail
Academic Affairs, Vice President for	516-299-2822	gail.luksch@liu.edu
College of Pharmacy	718-488-1234	www.liu.edu/pharmacy
College of Arts, Communication & Design <ul style="list-style-type: none">• George Polk School of Communications• School of Visual and Performing Arts		https://liu.edu/brooklyn/academics
Harriet Rothkopf Heilbrunn School of Nursing	718-488-1059	www.liu.edu/brooklyn/nursing
Honors College	718-780-4023	bkln-honors-staff@liu.edu
LIU Global	718-780-4312	global@liu.edu
Richard L. Conolly College	718-488-1003	www.liu.edu/brooklyn/conolly
Roc Nation, School of Music, Sports, and Entertainment		www.liu.edu/rocnation
School of Business, Public Administration, & Information Sciences	718-488-1130	business@brooklyn.liu.edu
School of Education	718-488-1055	www.liu.edu/brooklyn/soe
School of Health Professions	718-780-6578	www.liu.edu/brooklyn/health
School of Professional and Continuing Studies	718-488-1364	scs@liu.edu

ACADEMIC CALENDAR 2021-2022

Fall 2021

September 6	Labor Day-holiday
September 8	Weekday classes begin
September 8-21	Registration and program changes
September 11-12	First weekend session classes begin
September 21	Registration and program changes end
October 8	Last day to apply for a comprehensive examination
October 12	Spring 2022 Registration Begins for Continuing Students (tentative)
October 23-24	First weekend session final examinations
October 29	Last day to apply for January degree
October 30-31	Second weekend session classes begin
November 2	Election Day-classes in session
November 12	Last day for full or partial withdrawal for full-term Spring courses
November 24	Wednesday classes don't meet/Wednesday follows a Friday schedule
November 25-28	Thanksgiving holiday
November 29	Classes resume
December 18-19	Second weekend session final examinations/last class meeting
December 16	Semester classes meeting Monday through Friday end
December 17	Last day to submit a thesis
December 17-23	Final examinations-undergraduate and graduate
December 24	Winter recess begins

Winter 2022

January 3	Interession Classes Begin
January 14	Final Class Meeting/Final Exam

Spring 2022

January 14	Awarding of January degrees
January 17	Martin Luther King Day - no classes
January 18	Weekday classes begin
January 18 - 31	Registration and program changes
January 22-23	First weekend session classes begin
January 31	Registration and program changes end
February 14	Summer/Fall 22 Registration begins (tentative)
February 21	President's Day-no classes
February 22	Tuesday follows a Monday schedule
February 25	Last day to apply for May degree
March 5-6	First weekend session final examinations

March 7	Spring recess begins
March 14	Classes resume
March 19-20	Second weekend session classes begin
April 1	Last day for withdrawal from full-semester classes
April 30 - May 1	Second weekend session final examinations/Last Class Meeting
May 3	Semester classes meeting Monday through Friday end
May 4-10	Final examinations-undergraduate and graduate
May 13	Last day to submit a thesis
May 13	Commencement Ceremony (tentative)
May 14	Conferral of May degrees

Summer I 2022

May 14-15	Weekend session classes begin
May 16	Weekday classes begin
May 17	Registration and program changes end for weekday classes
May 20	Last day to add Weekend Session Class
May 28-30	Memorial Day-holiday
June 14	Last day for withdrawal from Summer I classes
June 227	Last day of weekday classes
During Last Class Meeting	Final Exams Summer 1
July 2-3	Independence Day holiday - no weekend classes
July 9-10	Weekend session final examinations/Last Class Meetings

Summer II 2022

July 11	Weekday classes begin
July 12	Registration and program changes end for weekday classes
July 15	Last day to apply for September degree
July 15	Last day to apply for a comprehensive examination
July 16-17	Weekend session classes begin
July 22	Last day to add Weekend Session Class
August 5	Last day for withdrawal from Summer II classes
August 19	Last weekday class
During Last Class Meeting	Final Exams Summer 2
August 26	Last day to submit thesis and complete degree requirements
August 27-28	Weekend session final examinations
August 31	Summer degrees conferred

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.

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 website 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 February 15; the Master of Physician Assistant Studies due on January 15; the Ph.D. in Clinical Psychology due on January 5; the Master of Speech-Language Pathology due on February 1.

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. Attention is given to overall grade averages, major subject grade averages and grade trends during undergraduate study, and areas of scholastic strength.

Applicants must receive satisfactory scores on any required examinations. Applicants for the Master of Public Health, Ph.D. in Clinical Psychology, Speech-Language Pathology, Education, Doctor of Physical Therapy, Physician Assistant Studies and all graduate Pharmacy programs, as well as School of Education-Teaching, Learning and Leadership tracks, 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 the 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 they are 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

It is recommended that applications and all supporting documents from international applicants 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 for 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 and Enrollment Services.

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 to apply 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 office of LIU Admissions. Transfer credit toward the master's degree is normally limited to six semester hours, with departmental approval, of credit for courses in which the student has received and is not recorded as part of the grade point average.

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 they are 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 students attending the university, including matriculants and non-degree students, must show proof of immunization if they wish to register for classes. In addition, New York State requires that LIU maintain a record of each student's response to the meningococcal disease and vaccine information. Students can access the forms and submit their completed immunizations via www.liu.edu/newstudenthealth. Students will be required to complete and sign their documents and upload them directly to the portal. The form must be signed by the student and contain either a record of meningitis immunization within the past 10 years OR an acknowledgment of meningococcal disease risk and refusal of meningitis immunization signed by the student.

For further information regarding compliance with this law, please visit www.liu.edu/newstudenthealth or contact the Division of Student Affairs.

Admissions Processing Center

All application materials for graduate students should be sent to the Admissions Office at 1 University Plaza, Brooklyn, NY 11201. Official, final electronically submitted transcripts may be sent to the Office of Admissions email account at bkln-admissions@liu.edu.

ACADEMIC POLICY

Academic Responsibility

The responsibility for compliance with these regulations rests entirely with the student.

Grading

Credit is granted for courses completed with the grades A, A-, B+, B, B-, C+, or C. The F grade signifies failure. P (passed for credit) may be used to mark the 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. If an unusual extension of time becomes necessary to complete the work, the grade change must be approved by the faculty member, the chairperson, and the dean. The grade "I" is printed on the transcript along with the final earned grade and the date the work was completed.

A student may not repeat a course without the permission of their 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. No credit is earned.

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 never attended or stop attending before the official withdrawal date defined in the academic calendar, but don't follow official withdrawal procedures. The UW is not computed in the student's average.

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

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 is 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 unrepeatable 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. The 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 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 3.80 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 their 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 their 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 is 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 in 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 a 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 a 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.

Students can read the full Student Code of Conduct in the Handbook found at www.liu.edu/Brooklyn/Campus-Life.

Appeals Process

Students at LIU Brooklyn may expect 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 they are 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 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 an application for admission is made. The student is expected to notify the chair of the department that they are 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 their 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 the Office of Enrollment Services.

INSTITUTIONAL LEARNING OUTCOMES

1. **CRITICAL THINKING.** *Appropriate to the discipline and degree level. Critical thinking is the careful and comprehensive exploration and analysis of issues, opinions, ideas, texts, and events before accepting or formulating a position. It includes understanding facts, evaluating various perspectives and their underlying assumptions, and analyzing a situation within its context.*

2. RESEARCH AND

SCHOLARSHIP.[1]*Research and Scholarship or equivalent skills, knowledge, and experiences appropriate to the discipline and degree level. These skills may be demonstrated in the following areas:*

- *Research Skills (especially for doctoral or academic master's programs)*
- *Professional Skills (especially for professional programs)*
- *Practical Skills (especially for clinical or teaching programs)*
- *Creation or Performance Skills (especially for artistic programs)*

[1] Scholarship includes activities that contribute directly to the cumulative knowledge or creative resources in a discipline.

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)

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 the commencement of course work.

Master of Business Administration

Master of Public Administration

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 9-30 credits in general business core courses, 10 credits in advanced core courses, 9 credits in a concentration, and 3 credits of capstone coursework for a total of 36-60 credits.

The M.P.A. program consists of 42 credits, including 15 credits in foundation courses, 9 credits in management courses, 12 credits in a concentration, and 6 credits of a capstone project.

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 themselves 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 their 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 Enrollment Services, must be signed by the department chair and cleared by the Enrollment Services.

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 a 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 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.x

REGISTRATION

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

Students are eligible to select and register for classes through their My LIU (my.liu.edu) account. Students with academic and financial restrictions may not be able to register online and must meet with their success coach.

The Division of Student Affairs disseminates registration communications to all students via their LIU email prior to the start of the summer/fall and the winter/spring semester registration periods. Registration dates are also noted on the academic calendar and on the My LIU account under "Enrollment Dates".

Students are encouraged to meet with their Success Coach prior to the start of the registration period to plan their academic semester schedule.

Payment of all tuition and fees is required in advance of the beginning of classes unless special arrangements are made with the Enrollment Services. Students who have not been cleared by Enrollment Services cannot be registered.

Course Load

Full-time graduate students register for no fewer than nine credits in each semester of the academic year. Permission from 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 unless it is part of a shared credit bachelor's/master's degree program.

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 their 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 studies when appropriate. If granted, a leave of absence allows a student to continue under the requirements in effect when they were initially admitted.

A student who wants to interrupt their studies at the university for a temporary period may maintain degree status and ensure that their 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 their 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 the 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 leave from maintaining their visa status.

Withdrawal

Official Withdrawal from 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 their 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 before the

withdrawal deadline 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 or during the start of the term to remove a course from their transcript. Students may drop one, some or all of their classes through the drop/add period without receiving any grade.

However, students who fail to drop a course or wish to withdraw from a course after the designated drop/add period for a term but before the designated withdrawal deadline must follow the Official Withdrawal procedures. See Withdrawal Policy for details on Withdrawals.

Students can drop full-semester classes up through the second week of the term with no penalty as follows:

- Drop one or more courses online using their MyLIU portal
 - Drop courses at Enrollment Services
 - Drop courses through their Success Coach
- The drop period for classes that meet for less than the full semester is as follows:
- Sessions meeting 7 or more weeks: courses can be dropped up through the first week
 - Sessions meeting 3 to 6 weeks: courses can be dropped up through the 2nd day of the session
 - Sessions meeting 2 weeks or less: courses can be dropped up through the 1st day of the session

Students may have their financial aid reduced if the student's enrollment status changes from full-time to part-time, or from full-time or part-time to below half-time. Students will have their financial aid canceled 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 cancellation of enrollment. Financial aid for future terms will also be canceled. See Appeals Policy for Student Withdrawals and Satisfactory Academic Progress Policy for additional details. Students receiving Veterans benefits should meet with the Veteran's Certifying Official to determine if drops will affect their current and future benefits when they; add or drop any course, withdraw from, or terminate enrollment at the University.

Drops that change a student's enrollment status from full-time to part-time, or from full or part-time to below half-time, 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 of these cases via writing.

Drops after the drop/add period must be processed as a partial or full withdrawal.

Official Withdrawal Deadlines

- **Withdrawal from full-semester courses-** Students may officially withdraw from one or more courses through the 10th week of the term for full-term courses during the fall and spring

semesters.

- **Withdrawal from Summer Session courses or courses meeting for shorter sessions within the regular fall/spring semesters -** Students may officially withdraw according to the schedule below:

- 12-week sessions – withdrawals permitted through the 8th week
- 10-week sessions – withdrawals permitted through the 7th week
- 7-week sessions – withdrawals permitted through the 5th week
- 6-week sessions – withdrawals permitted through the 4th week
- 5-week sessions – withdrawals permitted through the 3rd week
- 2-week sessions – withdrawals permitted through the 7th day
- 1-week sessions – withdrawals permitted through the 3rd day

Withdrawal Methods

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

- **Process through MyLIU -** Students should use their MyLIU portal to withdraw from courses online until the withdrawal deadlines as detailed in the “Official Withdrawal Deadlines” section above.
- **Submit Completed Withdrawal Application Form -** Students who are unable to withdraw online must submit a signed and completed Withdrawal Application Form to the Office of Enrollment Services by the withdrawal deadline.

Withdrawal Impacts

Effective Date of Withdrawal

The withdrawal date for a student who withdraws is the earlier date of:

- The date the student began the withdrawal process; or
- The date the student otherwise provided the University with official notification of the intent to withdraw; or
- The date the institution becomes aware the student ceased attendance; or
- The midpoint of the payment period or period of enrollment for which Title IV assistance was disbursed if the student ceases to attend without official notification and withdrawal.

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.
- **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 canceled 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 canceled. 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 LIU Promise 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 canceled through the LIU Promise. 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 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 success coach, academic dean, or 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, success coach, 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).

Student Withdrawal Appeals

Students may appeal for late drops, late withdrawals, and tuition and fee refunds/credits after the University's published deadlines. Students are required to complete and sign the Appeal for Student Withdrawal Form, which also requires submission of a written statement supporting the appeal request, desired outcome, and justification for any extraordinary circumstances that occurred. In addition, supporting documentation must also be attached, including official proof of attending another institution (schedules, unofficial transcripts, or emails will not be accepted), official proof of a hospital stay of two or more weeks accompanied by a signed doctor's note, death certificate or official divorce decree, or other documentation supporting the requested appeal.

Appeals are processed based on the date the form is received. Students must submit the form no later than 30 days following the end of the appealed term(s) for consideration. Students are required to certify that all data and documents submitted are true and factual. The University has the right to deny any appeal, which may result in the student receiving grades, incompletes, or withdrawals, being liable for outstanding charges, and/or responsibility for loans taken during the appealed term(s). Approved appeals may result in a change to the student's academic record and financial aid being returned, reduced, or canceled. Once an appeal has been evaluated and a decision reached, it will not be reconsidered.

Auditing of Courses

In order to gain the 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, Independent Studies 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. No credit or grade is earned in courses that are audited.

Transcript Requests

Official transcripts for professional and graduate schools, prospective employers, and other institutions must be requested in writing. The university adheres to the Family Education Rights and Privacy Act of 1974. A student's record will not be released without prior written consent from the student. Enrolled students may use the secure student portal (My LIU) (<https://my.liu.edu>) to check their financial and academic status.

Transcript Fees and Processing Charges vary depending on the mode of delivery. All fees are listed on the Transcript Order website and must be paid prior to the release of the transcript.

<https://liu.edu/enrollment-services/registration/transcript->

Students have the following options to secure transcripts.

Option 1:

Currently Enrolled Students - Login to the My LIU portal and select "Order Transcripts Online."

Option 2:

Alumni or Students Not Currently Enrolled - Order transcripts online through Parchment at www.parchment.com. Students can submit a transcript request 24 hours/day, 7 days/week. Parchment uses current web encryption technology and student information is secure.

Option 3:

In-Person "On Demand" transcripts- Students may come to Enrollment Services, show picture ID, and official transcripts can be printed on-site.

If a student wishes to release their transcripts to a third party for pick up, they must provide signature authorization for that request. The third-party will be required to show a photo id.

Essential information to be furnished should include:

- Full name, address, student ID number or social security number, dates of attendance
- Name while enrolled, if different from above.
- Complete name and address (written clearly) of the recipient including institution, department name, address, city, state, and zip code.

Many transcripts do not reach their proper destination in time because incomplete and inaccurate information is included in the original request. Students are asked to provide accurate addressee information when requesting official transcripts.

Except during peak periods at the conclusion of

each semester, requests are usually processed within five business days. If the transcript is to be held for the completion of any courses in progress, processing will occur within 10 days after the grades are posted.

Please note: A transcript request may not be processed if there is an outstanding balance or if there is another block that is currently on the student's account.

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 fee charged to the student.

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 before 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;
- Enrollment in an online 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 (up to 30 percent of unpaid charges), including reasonable attorney's fees, as permitted by applicable law. Accounts referred to outside collection agencies may also be reported to one or more of the national credit bureaus. 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	1,299
Graduate Audit Fee, per credit	651
Master's Degree and Graduate Studies, special programs:	
Physician's Assistant and Speech-Language Pathology, per credit	1,324
Physical Therapy:	
Below 800 Level Courses, per credit	1,324
800 and 900 Level Courses, per credit	1,535
Clinical Practice I (PT850), per course	1,501
Clinical Practice II (PT950), per course	1,877
Clinical Practice III and IV (PT955/956), per course	3,004
Doctoral Degree and Doctoral Studies, 12+ credits, per term (Years 1-3)	27,012
Doctoral Degree and Doctoral Studies, per credit	1,728
Dining Dollars, 9+ credits, per term	75
University Fee:	
12+ credits, per term	997

Less than 12 credits, per term	499
Testing and Lab Fee (Nurse Practitioner M.S and Adv. Cert), per term	300
Course Fees (additional fee per class):	
EXS 500, 507	500
EXS 510	549
MS 613	300
PSY 840, 841, 843	200
TAL 088	310
Other Fees:	
First and Second Late Payment Fee	100
Third Late Payment Fee	150
Maintenance of Matriculation Fee	100
Late Registration Fee	50
Returned Check/Credit Card Chargeback Fee	25
Replacement Student ID Card	25
Diploma Replacement Fee	35
Official Transcript, on-demand, per request	25
Official Transcript, online, per request	15

Residence Life Rates

Fall/Spring Accommodations (per term)

Housing Deposit (non-refundable)	\$ 300
Conolly Hall:	
Standard Single	8,933
Standard Double	4,763
Suite Double	5,349
Suite Quad	5,110
Apartment Double	6,479
Apartment Quad	6,715
490 Fulton Street:	
3-4 Bedroom Apartment	11,413
5-6 Bedroom Apartment	7,633
Intersession Rates	329

Summer Accommodations (per session)

Conolly Hall:	
Standard Single	3573
Standard Double	2110
Suite Double	2140
Suite Quad	2044
Apartment Double	2592
Apartment Quad	2686
490 Fulton Street:	
3-4 Bedroom Apartment	4566

5-6 Bedroom Apartment 3046

Fall/Spring Meal Plans (per term)

Residential Meal Plan 1 (unlimited meals plus \$300 dining dollars)	2,866
Residential Meal Plan 2 (14 meals per week plus \$300 dining dollars)	2,629
Residential Meal Plan 3 (10 meals per week plus \$300 dining dollars)	2,381
Residential Dining Dollars	300
Dining Dollars+ Plan (\$200 additional dining dollars)	200
Commuter Meal Plan 1 (25 meals plus \$50 dining dollars)	253
Commuter Meal Plan 2 (50 meals plus \$50 dining dollars)	405

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 the point of sale locations across the campus.

Financial Policies

Payment Due Dates

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

Student Bills are subject to change based on modifications made to courses, credit loads, housing, and meal plans. In addition, additional fees or fines may occasionally alter the bill. Anticipated aid and financial aid credits will be visible on a student’s account but are not applied until all requirements have been completed. Financial aid is based on full-time enrollment.

Students may view their anticipated financial aid student account, and make payments via their MyLIU. Visit www.MyLIU.edu and follow the following steps: Main Menu > Self-Service > Campus Finance > View Financial Aid. The payment gateway is a secure online terminal that allows students to make a deposit, pay a bill, or set up an online payment plan.

Late Payment Assessment

Fall Term	Amount
1st Day of Classes	\$100
30th Day of Term	100
60th Day of Term	150
Winter Term	
1st Day of Classes	\$150
Spring Term	
1st Day of Classes	\$100
30th Day of Term	100
60th Day of Term	150
Summer Term	
1st Day of Classes	\$150

Liability Calendar

Students are responsible for their course registration, academic liability schedule, and payment deadlines. **Non-attendance and/or non-payment does not constitute official withdrawal from the University.**

Following the Tuition and Fee Liability Schedule, student financial responsibility will be determined based on the date they officially dropped or withdrew from the University.

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%

Students are responsible for formally canceling their assigned residence hall room and meal plan charges. Cancellations should be provided in writing to LIU Promise. Following the Room and Board Liability Schedule, student financial responsibility will be determined based on the date they officially canceled their residence hall room and meal plan.

Non-attendance and/or non-arrival to the Residence Hall does not constitute the official cancellation of a student’s residence hall room and meal plan.

Payment Plans

Payment Plans

The University offers students and families the ability to pay your tuition bill in installments using our 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, enroll in a plan, and make the necessary down payment. 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:

	Fall Monthly Payment Plan	Spring Payment Plan
Enrollment Fee	\$35	\$35
Enrollment Dates	June 1 - September 15 (Late enrollment through October 31)	December 1 - February 15 (Late enrollment through March 31)
Balance Calculation	All applicable charges, less any approved financial aid. Your plan will automatically recalculate if changes are made to your student account.	
Payment Structure	The payment structure will be equal installments based on the enrollment date of the plan. Your last installment may not be due later than the last month of the semester.	
Down Payment	15%-50% (depending on date of enrollment).	
Late Payment Fee	\$25 if payment is not received within 7 days of the scheduled due date.	
Payment Methods	Mastercard, Visa, American Express, Discover, or ACH; 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 using their email account. You may have more than one authorized user.	

Student Health Insurance

Long Island University offers a cost-effective Student Health Insurance Plan that provides 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 access to a network of doctors, hospitals, and pharmacies throughout the country. All international students, clinical students, LIU Global students and intercollegiate athletes are automatically enrolled in the Plan but can waive participation.

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 a confirmation by the waiver deadlines listed below. If you require additional assistance, please contact your Success Coach.

Annual Rate: 2021-22 Academic Year

\$4,100 (may be adjusted before NYS rate approval)

Enrollment Waiver Periods

Annual Plan: July 1 - September 30

Spring Plan: January 1 - February 15

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 the availability of funds and the student's demonstrated need. Renewal of assistance depends on the 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 their 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 they subsequently decide to decline all or part of that award. Failure to do so may prevent the use of the award by another student. If a student has not secured their 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 their 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 3.2 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 the 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 organization. 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 6% 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 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 7%. An origination fee 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. To apply for a PLUS loan, log into www.studentloans.gov and select Apply for a PLUS Loan in the graduate/professional student section.

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 their choice. To see your choice of lenders, log onto www.elmselect.com and select Long Island University.

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 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 number 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 before 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 canceled, 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 12 or fewer 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 completed once.
- Any departmental requirements that exceed

these standards must be adhered to evaluate 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 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 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) before being certified for a New York State award payment. This average increases as the student progress 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.

STUDENT LIFE

Long Island University is an exciting and vibrant community that provides students with opportunities to become engaged on-campus, make life-long friendships, explore professional and career interests, or enhance their leadership skills and complement their in-the-classroom experience.

Through the Division of Student Affairs and LIU Promise, students can participate in over 70 student organizations, join national fraternities and sororities, and attend over 1,000 events held each year. In addition, our robust Division I Athletic program is at the heart of Shark Nation. Residence halls also provide students the opportunity to live on campus while they complete their degree.

Students can be informed on various campus life programs and opportunities through EXPERIENCE | Shark Nation, the University's student engagement platform. To learn more, visit liu-bk.presence.io/events

Experience Shark Nation

Experience | Shark Nation is the University-wide student engagement platform. Powered by Presence, the engagement platform serves as the hub for student life and engagement at the University. Each student has access to Experience | Shark Nation and is encouraged to visit frequently for updates regarding campus events, programs, and activities. The platform is how students will join student organizations, learn about campus events and mark their attendance using the Shark Points system.

In addition, a full listing of events is sent via email from LIU Promise each week that highlights the opportunities students can take advantage of and shares the student engagement calendar. To access the platform, visit <https://liu-bk.presence.io/>

Division I Athletics

LIU is home to a unique and proud Division I athletics program, fielding 36 athletics teams on two campuses. LIU's united NCAA Division I program builds on a foundation of tradition and excellence. In LIU's history, its teams have a combined 23 national championships, 247 conference championships, and 377 All-Americans.

Student Organizations

LIU Promise is dedicated to providing strong networks of support that will guide student organizations in their implementation of programs and initiatives to accomplish their mission, thus creating a robust student experience. In conjunction with club advisors, Promise Liaisons work directly with student organizations to help realize their organization's potential and

developing student leadership. Our student organizations include social, pre-professional, cultural, academic, faith-based groups and honor societies.

Student Government Association

The Student Government Association is the representative body of all students at Long Island University. SGA serves as an outlet for student voices to be heard by working closely with the administration and faculty to enhance the overall campus experience. All members share the common goal of bettering the campus community.

SGA elections take place twice a year and include an executive board, class presidents, commuter senators, resident senators, transfer senators, international senators, and at-large senators to represent all students.

SGA has weekly general meetings that are open for all students to attend.

LIU Cares

LIU students give back to the local and global communities through service organizations, charity events, and social awareness initiatives throughout the year. The LIU Cares initiative connects our students, faculty and staff, and alumni to the power of service through volunteerism and community engagement. Students can support a cause that is important to them or join one of the many opportunities that already exist. Students typically perform more than 150,000 service hours and fundraise thousands of dollars for various charities each year. For more information on service opportunities, contact liucares.org or visit LIU Promise.

Diversity, Equity and Inclusion

Long Island University is committed to inclusive excellence and a sense of belonging for all members of the University community. Our community is built upon a foundation of diversity, equity, inclusion, access, opportunity, innovation, confidence, trust, respect, caring, and relationship-building. The University's educates the country and the world, drawing students from over 67 countries. The University is recognized as a top 100 national university for social mobility (U.S. News and World Report Best Colleges, 2021).

Diversity, Equity, and Inclusion (DEI) at the University, is facilitated by the Chief Diversity Officer and is supported by a University-wide DEI committee and a student-run council on Diversity. Programs and initiatives are held throughout the year to fulfil the University's mission. Visit the DEI page on the University's website to become engaged.

Residential Life

Resident students are part of an exciting college community that attracts students from all over the world. Residence halls are tailored to individual needs, from honors college housing to semi-private suites. Living on campus allows students to become totally immersed in college life. Students will enjoy the freedom of living on their own while meeting new people and making lasting friendships.

Living at LIU offers:

- Options for singles, doubles, triples, apartments, and suite-style
- All utilities, WiFi, and laundry included
- Convenient online housing and roommate selection process
- Late-night access to Fitness Center, Library, and other facilities
- Affordable housing rates
- Several meal plan options and dining locations
- Lounges in each building with TVs and computers
- Professional and peer staff in each residence hall for 24/7 assistance
- ID access and evening security for all buildings
- Floor and Hall programming

Residence Halls

- Conolly Hall (on-campus)
- Fulton Hall (off-campus, nearby)

Campus Recreation and Intramurals

The Department of Campus Recreation and Intramurals serves as a vital and integral part of campus life at LIU. The department is committed to providing the finest programs, services, facilities, and equipment to enrich the university learning experience and to foster a lifetime appreciation of and involvement in wellness and recreational sports and activities for our students, staff, faculty, and alumni as well as members of the local community. Campus Recreation offers open gym and pool hours, access to the fitness center, and intramural and recreation programs for students.

Community Standards and Code of Conduct

The mission of the Division of Student Affairs' Community Standards program is to promote students understanding of rights and responsibilities as individuals and as members of the campus community. All students are expected to adhere to principles set forth in the Ethos Statement as well as the provisions set forth in the LIU Code of Conduct.

A student who is allegedly in violation of the Code of Conduct is referred to the Division of Student Affairs to meet with a hearing officer or

designee. They provide a fair and educational adjudication process for students. The goal of the process is to promote an understanding of ethical behavior, to encourage personal development, and to develop a sense of importance to becoming a positive contributing member of the community.

Code of Conduct

The Code of Conduct affirms the University's commitment to the values of responsible freedom and interdependence. It expresses our concern for the right to privacy and safety, as well as personal responsibilities, and responsibilities to one another. It is designed to assure respect and equitable treatment of all individuals. It is designed to ensure that student life can develop in an atmosphere conducive to learning and personal growth. The LIU Code of Conduct is founded on the principles of student conduct set forth in the Ethos Statement: respect for oneself, respect for others, respect for property, respect for authority, and honesty.

Until evidence to the contrary is observed, the campus presumes that students are motivated by the desire to improve their capabilities and to help others to do so, that they possess a sense of honor and are trustworthy, and that they are mature individuals, capable of behaving accordingly. Students who violate the rules and regulations must expect that appropriate disciplinary actions will be taken.

The complete version of the Ethos Statement and our Code of Conduct can be found on the University website and in the LIU Student Handbook.

FACILITIES

Career Bar

Located on the third floor of Library Learning Center, the Career Bar offers a central location for students to access computers, print, and study. The Career Bar serves as the host for many Career Success workshops and events throughout the academic year.

Dining and Food Service

Aramark is the official food service and dining provider for Long Island University. Foodservice is provided at several locations throughout the campus. Food may be purchased using meal plans, credit cards, or cash.

To view food options, locations, and hours of operations, students should visit, <https://liu.campusdish.com/>

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 is 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, and offer a friends and family rate to LIU Brooklyn students and staff.

Esports Arena

The Esports Arena is a state-of-the-art facility that houses the University's Division I Esports program. The arena, located in Conolly Hall, has been recognized as one of the top facilities in the region. The 5,600 square foot venue is equipped with over 50 computer stations, large-screen viewing televisions, gaming stations, and custom game-day lighting.

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 intimacy between performers and their audiences.

This extraordinary theater was made possible through the generosity of former 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.

Multimedia Language Laboratory

The Multimedia Language Laboratory enables all LIU students and staff 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.

The Multimedia Language Laboratory is also offering comprehensive four-week computer courses. The courses are complimentary. Students can take classes in:

- Python and Data Science
- SQL and Database Design
- Security+
- CISCO Certified Entry Networking Technician
- Typing

- Advanced Excel
- Excel Power BI
- Microsoft Word
- PowerPoint Beginner to Advanced
- Adobe Photoshop CS6/CC
- WordPress for Business

Psychological Services Center

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 their 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 others.

The Psychological Services Center is located on the fifth floor of the Pratt Building, Room 510. Please call 718-488-1266 to make an appointment.

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

This 112,000 square foot facility supports LIU's 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 varying water levels, an underwater treadmill with speeds up to 8.5 mph, an

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 on 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, mammograms 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 campus store, Dell University store, and recently, a Microsoft Surface education store. 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.

Special discounts are available for LIU community members for personal purchases or gifts.

Canteen

Canteen is the official spirit store of the Roc Nation School of Music, Sports, and Entertainment. Canteen sells Roc Nation school and Shark Nation apparel, gifts, and items to

students and community members.

All proceeds from canteen store sales benefit Roc Nation Hope Scholars. The Roc Nation Hope Scholarship program provides tuition to 25% of enrolled students at the Roc Nation School of Music, Sports & Entertainment. Roc Nation School students work in canteen allowing them to earn work-study funds for their education.

Trading Floor

Featuring Bloomberg Terminals, the global benchmark for financial data and analysis, the Trading Floor gives students the tools to analyze financial markets, assess economic scenarios and interpret the key news developments that impact the global economy. All students in the school are encouraged to get Bloomberg Certified, a credential that can give them an advantage in the competitive job market.

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.

Graduate students are served through the Office of Enrollment Services as well as advisors within their home departments. Working in concert, LIU Promise and Enrollment Services 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.

Division of Student Affairs

The Division of Student Affairs is a collaborative and innovative division dedicated to providing a highly individualized holistic student support and education that fosters student success, retention, and persistence; cultivates a community of belonging; encourages life-long learning; and develops global citizenship and future leaders.

The Division is comprised of several student support services including: LIU Promise, Enrollment Services, the Learning Center, and the Center for Healthy Living. In addition, Student Affairs supports several programs including International Student Services and the Student Veteran Resources Center. The Division is led by the Dean of Students that can be reached at 718-488-1200 or deanofstudents@liu.edu.

Student Success

Student Success Coaching is housed in LIU Promise and Enrollment Services. Student Success is the University's commitment to ensuring students have the right tools, guidance, and support to achieve their goals. When students apply to the University, they are assigned a Success Coach who will be there for them through graduation. The coach will be the point of contact for everything they need—from academic and career counseling to campus activities to financial aid. It's our promise to each student. Success Coach will work with students one-on-one to:

- Fast-track the enrollment process

- Help them select the right major
- Find the right scholarships
- Construct a financial plan to fund their education
- Introduce them to our vibrant campus life
- Identify internships and study-abroad opportunities
- Launch their career, connecting them with employers before graduation

The Learning Center

The Learning Center at Long Island University provides students with support services, strategies, information, and opportunities to help them achieve their personal, academic, and career goals through its individualized programs: Writing Program, Peer-Tutoring, Academic Success Workshops, and Disability Support Services. Please contact us by calling 718-488-1095.

Tutoring Program

The Tutoring Program provides trained, qualified peer tutors, to work with students in need of academic assistance. Tutoring is available free of charge both individually and in small groups. The LIU Tutoring Program is internationally certified by the College Reading and Learning Association. The tutoring schedule is disseminated at the beginning of each academic semester.

Writing Program

Writing is a powerful tool not only for communicating existing ideas but also for discovering new ones. The Writing Program is staffed by trained undergraduate and graduate students who work collaboratively with LIU students on a one-to-one basis to help them develop the strongest texts possible. Students come to the Learning Center because all writers can improve their writing through feedback. The Program can help you to brainstorm, plan, edit, revise and proofread your texts. 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.

Disability Support Services

Disability Support Services (DSS)

Disability Support Services, housed in the Learning Center, provides advocacy and coordination services at no charge to students with all types of disabilities including physical, neurological, emotional, social, specific learning disability, attention deficit disorder, and students with temporary impairments. Students are assisted in arranging reasonable accommodations as mandated by federal/state laws, Section 504 of the Rehabilitation Act, and the Americans with Disabilities Act As Amended (ADAAA).

Policy for Students with Disabilities

In compliance with federal and state laws, LIU is committed to providing qualified individuals with disabilities the opportunity to participate in

all university programs and activities, curricular and extracurricular, which are available to non-disabled individuals.

Students with disabilities who desire accommodations must submit appropriate documentation of their disability to the office of Disability Support Services (DSS) located in the Learning Center. Professional staff will review and evaluate this documentation, interview the student, and provide the student with completed accommodations forms for presentation to the teaching faculty. Campus departments will be notified, as necessary, of the need for additional accommodations noted in the student's documentation. Accommodations forms must be obtained each semester before the semester begins. All disability-related files are confidential.

Accommodations

Academic accommodations are provided to students with disabilities by their individual professors within the academic departments. Accommodations will be made by other campus departments as required for non-academic matters. Accommodations will be considered reasonable when they do not fundamentally alter the nature of a program, course, or service or present an undue administrative burden on the university. Students requesting accommodations are required to submit documentation to verify eligibility under the Americans with Disabilities Act, As Amended, and Section 504 of the Rehabilitation Act of 1973. Appropriate documentation of the disability must be provided so that DSS can: 1) determine the student's eligibility for accommodation; and 2) if the student is eligible, evaluate appropriate academic and/or non-academic accommodations. Disability documentation must include a written evaluation from a physician, psychologist, or other qualified specialists that establish the nature and extent of the disability and includes the basis for the diagnosis and the dates of testing. The documentation must establish the current need for accommodation.

Determining Eligibility

Accommodations are determined on a case-by-case basis, taking into account the needs of the student, and the course standards. The determination of appropriate and reasonable accommodation is based on approved documentation and through interaction with the student. Specifically, accommodations are determined by the Learning Center in consultation with the student and with input from the faculty and staff, as needed.

In reviewing the specific accommodation requested by the student or recommended by the physician/evaluator, DSS may find that while a recommendation is clinically supported, it may not be the most appropriate accommodation. In addition, Disability Support Services may propose clinically supported accommodations that would be appropriate and useful for the student, but which neither the student nor the evaluator has requested.

Denial of Accommodations

The university reserves the right to deny services or accommodations in the event the request is not clinically supported. If the documentation provided by a student does not support the existence of a disability or the need for a requested accommodation, the student will be so advised. Students will be given the opportunity to supplement the initial documentation with further information from a physician, psychologist, or other specialists.

The university is not required to provide an accommodation that compromises the essential requirements of a course or program, that is unreasonable, or that poses a direct threat to the health or safety of the student or others.

Student Appeal

A student who disagrees with the Learning Center determination of eligibility or accommodation is encouraged to meet with an administrator to resolve the matter informally. Students may appeal the denial of the DSS determination to the dean of students.

Student Veterans Resource Center

Long Island University has a proud and distinguished history of serving its nation's military veterans, active duty service members, and their families. The Long Island University Student Veterans Resource Center (SVRC), facilitated by LIU Promise, provides the resources that veterans need to pursue their education while balancing the demands of life both inside and outside the classroom.

For additional information and resources for veterans, please visit the Student Veterans Resource Center (SVRC) in S-235. The Veterans School Certifying Official can be reached at 718-488-1200 or by email at studentaffairs@liu.edu.

Career Success

Preparation for jobs and internships begins as soon as a student begins at the University. Students will work with their success coach to build their resume, practice job, and interview skills, and apply for various opportunities. LIU Promise holds dozens of career-related workshops each semester and hosts Career Weeks that provide individual appointments with coaches to review resumes, cover letters, and LinkedIn Profiles.

As part of student success coaching, students will complete the following with their coach:

- Explore majors and career options
- Plan your curriculum
- Prepare for the job search
- Write résumés and cover letters
- Identify internships and jobs in your field
- Build a network and find mentors
- Research and apply for graduate school

Handshake

Students are encouraged to utilize Handshake, the University's job and internship portal. Students have access to thousands of positions, can upload their resumes, and begin their career search while at LIU. Each student automatically has an account and can log in using their MyLIU credentials at handshake.liu.edu.

Big Interview

The University's Big Interview platform provides students with the tools to conduct video interviewing to prepare for jobs and internships. Big Interview introduces students to essential life skills needed to excel in the interview process including, communication skills, self-confidence, negotiation, and other vital workplace-readiness competencies.

To access Big Interview, students should visit liu.biginterview.com and use their MyLIU credentials.

English Language Institute

The English Language Institute offers both intensive and part-time English language programs for international students, visitors and tourists, immigrants, and refugees who wish to improve their English 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) and IELTS (International English Language Testing System) are also offered, as well as elective classes in Pronunciation Practice, Job Preparation, and Idiomatic Expressions and Phrasal Verbs, among others. Half-semester, quarter-semester, and University Preparation programs are also available, as well as classes for Au Pairs. 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.

International Student Services

The University is home to international students from countries around the globe. The Division of Student Affairs is committed to providing a supportive and exceptional student experience for all international students. International Student Services, housed within Enrollment Services, coordinates international student orientation, programming, and resources.

The Primary Designated School Official (PDSO) and Designated School Officials (DSOs) work with each international student on all immigration and related matters during their time enrolled as a student. These staff members are also a source of reference for international students on F-1, M-1, and J-1 visas.

Bookstore

The Official Bookstore of Long Island University is powered by Barnes and Noble. The University Bookstore is conveniently located on campus where students can purchase or rent their textbooks. In addition, the store carries Long Island University and Shark Nation apparel, gifts, accessories, supplies, and electronics.

Textbook requirements can be viewed via the online ordering system. Students may choose to purchase their textbooks through this system or take the International Standard Book Number (ISBN) and purchase their books from a different vendor. Textbooks purchased through the LIU online bookstore are delivered to LIU bookstore.

Visit the bookstore at www.liunetbrooklyn.bncollege.com

Public Safety

Emergencies: 718-488-1078

Non-Emergencies: 718-488-1078

The Department of Public Safety at LIU Brooklyn is located at the rear of the 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, which 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 matters.

The Advisory Committee on Campus Safety will provide upon request all campus crime statistics as reported to the United States Department of Education.

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 an 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 the 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.

Information Technology

Information Technology's (IT) role includes academic and administrative computing services that facilitate 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 provides facilities technical support to campus residence halls and special off-campus programs. IT also maintains the campus' security camera systems, cafeteria and retail space cash registers, campus videoconferencing and campus plasma displays, electronic and web signage.

Information Technology also provides oversight for university-wide information systems, compliance, and security in accordance with

policies set forth by University Counsel. Information Technology collaborates with Academic Affairs to implement a unified, comprehensive learning management system and online education initiatives. Information Technology also manages business process improvement initiatives across the university. Each residential campus has a fully-staffed Information Technology helpdesk centralized through Browse, LIU's technology store.

Browse

As a further extension of the university's commitment to providing students with unique, real-world learning opportunities, LIU Information Technology launched 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 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, and other work experience that helps them to build a professional résumé prior to graduation. Students are encouraged to come to Browse for helpdesk support issues. For more information, feel free to email: Browse@LIU.edu.

Instructional Technology Centers

LIU's Instructional Technology Resource centers promote excellence in teaching throughout the university. This includes face-to-face, online, and blended settings. Our mission is to provide pedagogical support for every situation across campus. The instructional design team provides faculty training on a wide variety of pedagogical issues, curriculum design consultation, and one-on-one support for anyone looking to build or improve outstanding courses. Also, the staff is available to facilitate the utilization of the e-learning management system along with other teaching and learning tools. We also collaborate with administrative offices to create an exceptional teaching and learning environment at LIU.

My LIU

MyLIU is the university's portal that provides students with convenient access to information about their records. By logging into <https://My.LIU.edu>, students may view the schedule of classes, register for courses, obtain their grades, and request transcripts. 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.

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.

Helpdesk Support

If you have any questions regarding your technology support services at LIU or have a request requiring helpdesk support, please contact visit <https://it.liu.edu>.

Alumni Engagement

Long Island University has an active network of over 275,000 alumni across the globe. Whether students graduate from Brooklyn, Post, or the regional campuses in Brentwood, Riverhead, Rockland, and Westchester Counties, to the former Southampton campus, the Alumni and Employer Engagement Team continue to support LIU students after their graduation.

Find out more regarding Alumni and Employer Engagement and alumni benefits by visiting liu.edu/alumni.

LIBRARY

The LIU Libraries system serves a combined total of over 15,000 students, more than 500 full-time faculty members, and over 1,000 part-time faculty 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 340,000 online journals; 200 online databases; 266,000 electronic books; and 18,000 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 628,000 print books and more than 13,000 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 interlibrary loan service of the LIU libraries. Items not available at LIU libraries can also be requested through interlibrary loans and brought to campus or delivered electronically. In addition, the LIU Libraries system administers the Digital Commons @ LIU, an open access online repository that preserves, promotes, and disseminates the academic work of LIU students and faculty.

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, 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. 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. Copies of dissertations and master's theses may be requested at the Reference Desk.

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, Archives and Special Collections, Rare Book Collection, and the Electronic Services department are also located on the fourth floor. Highlights of the Special Collections include Artist Books Collection, the New York African Society for Mutual Relief Collection, Robert C. Weinberg Collection, and the Seawanhaka Student Newspaper Collection.

The Circulation Desk, Reserve Collection, and the main book stacks are located on the fifth floor. The multimedia collection, media equipment, and a group viewing room are also on the fifth floor, as is the Library's Cyber Lab. The Cyber Lab, a "green" 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 LIU Brooklyn 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 practitioner. Advanced certificate programs are available for registered nurses who already possess a master's degree in Nursing.

The mission of the School of Nursing is to share and embrace the rich diversity, wisdom, and multiple perspectives of an inner-city, urban student body that will practice in an unpredictable, ever-changing world. Our mission is to provide a learning environment that stimulates critical thinking and intellectual flexibility to enable graduates to provide quality nursing care. Furthermore, this learning environment engages and excites students to be committed to social advocacy and reform in a diverse global society that they reflect.

The master's degree program at the Long Island University Harriet Rothkopf Heilbrunn School of Nursing is accredited by the Commission on Collegiate Nursing Education (www.ccnaccreditation.org). Graduates of the Nurse Practitioner programs are eligible for New York State certification as either an adult-gerontology primary care nurse practitioner or family nurse practitioner.

Upon successful completion of the master's degree in nursing or advanced certificate program, students will meet educational eligibility requirements to apply and take the following American Nurses Credentialing Center (ANCC) and American Academy of Nurse Practitioners Certification Board (AANPCB) national certification exams:

Adult-Gerontology Primary Care Nurse Practitioner

ANCC: Adult-Gerontology Primary Care Nurse Practitioner examination

AANPCB: Adult-Gerontology Primary Care NP examination

Family Nurse Practitioner

ANCC: Family Nurse Practitioner examination

AANPCB: Family NP examination

SCHOOL OF NURSING

Graduate Nursing Program Goals

The goals of the Harriet Rothkopf Heilbrunn School of Nursing graduate program are to prepare professional nurses who:

- assume leadership roles within the context of the interprofessional team to improve healthcare outcomes for diverse populations.
- lead initiatives that promote safety and improve quality outcomes
- translate evidence into advanced nursing practices
- effectively use technology in the care environment
- advocate for policy that addresses health disparities, promotes health equity, improves population health and the nursing profession
- design and implement advanced nursing practices that consider the needs of diverse populations
- commit to lifelong learning to improve care decisions
- are prepared for doctoral study

Graduate Nursing Program Outcomes

Upon completion of the program graduates are prepared to:

- Select relevant theoretical, scientific, and clinical knowledge to design, provide, and evaluate safe advanced nursing care to diverse clients in multiple settings.
- Formulate leadership behaviors that promote interprofessional collaboration and communication, fiscal accountability, system change, advocacy for the elimination of health disparities, and the provision of quality care.
- Monitor and assess outcomes to create quality improvement and safety initiatives that promote a just culture of safety and excellence in organizational systems.
- Build and lead collaborative interprofessional teams to evaluate and translate evidence into practice to enhance quality and improve healthcare outcomes.
- Evaluate and manage the appropriate use of technology to evaluate outcome data, promote safe practice environments and effective communication, and educate patients and members of the healthcare team to improve healthcare outcomes.
- Advocate, shape, and integrate policy that influences social determinants of health, equitable access to care, reduce health care disparities, and promote the advancement of the nursing profession.
- Demonstrate effective assessment, planning, implementation, design, and evaluation strategies in caring for individuals and groups regardless of race, sex, sexual orientation, gender identity, age, socioeconomic status, culture, health care beliefs, and religion while working with and understanding the roles of all members of the interprofessional team.

- Design, implement and evaluate evidence-based patient-centered culturally appropriate clinical prevention strategies to promote health and health education, prevent disease and reduce risk among individuals and populations at the local, national, and global levels.
- Value the life-long learning and continuing professional development that prepares graduate nurses to influence the delivery of safe quality care to diverse populations in a variety of settings and a variety of roles.

Graduate Programs

- M.S., Adult-Gerontology Primary Care Nurse Practitioner
- M.S., Family Nurse Practitioner
- Advanced Certificate in Adult-Gerontology Primary Care Nurse Practitioner
- Advanced Certificate in Family Nurse Practitioner

Programs are presented in a blended format.

Admission to the Degree and Advanced Certificate Programs

Educational Requirements:

For the MS Program:

Graduation from a baccalaureate nursing program accredited by the Commission on Collegiate Nursing Education, the Accreditation Commission for Education in Nursing, or the National League for Nursing Commission for Nursing Education Accreditation.

For the Advanced Certificate Programs:

Graduation from a Master's degree nursing program accredited by the Commission on Collegiate Nursing Education, the Accreditation Commission for Education in Nursing, or the National League for Nursing Commission for Nursing Education Accreditation.

In addition, the following are the minimum criteria for acceptance into any of the graduate programs in Nursing:

- A cumulative GPA from all post-secondary schools attended of at least 3.0 in nursing and 3.0 overall.
- New York State Professional R.N. License and current registration
- One year of clinical experience as an RN preferred
- Prior college-level statistics, nursing research, and health assessment courses are required for the MS and Advanced Certificate programs. (Statistics or Undergraduate Nursing Research may be completed during the first year of graduate study at LIU Brooklyn).

Application for Admission

Applications are not considered until all of the following have been received:

- Completed LIU Brooklyn application form
- A current resume or CV, official transcripts from all post-secondary schools attended, and a copy of the applicant's current New York State registration as a Registered Professional Nurse.

Deadlines for Submission of Application

Applications are considered and accepted on a rolling basis for both the fall and spring semesters. Applicants are advised to submit all application materials as soon as possible, to secure a seat in the program.

Submitting an Application for Admission

All applicants must apply online for admissions to LIU Brooklyn. For information, go to <http://www.liu.edu/Brooklyn/Admissions>

Program Requirements

A grade of B or higher is required in all graduate nursing courses and an overall GPA of 3.0 or higher is required to progress through and graduate from the graduate nursing program.

Clinical Clearance

Before beginning clinical placements, students must complete a clearance process, which includes a current health assessment by the student's health care provider, current titers, immunizations, background check, drug screen, and documentation of professional liability insurance. Detailed information on specific requirements is available in the Graduate Nursing Student Handbook and School of Nursing website.

Nurse Practitioner Programs

The Nurse Practitioner programs are designed to prepare the Registered Nurse for advanced practice roles in primary care settings. The Master of Science degree programs prepare students to meet the requirements for New York State certification to practice as an adult-gerontology primary care or family nurse practitioner. Upon successful completion of the master's degree in nursing or advanced certificate program, students will meet educational eligibility requirements to apply and take the following American Nurses Credentialing Center (ANCC) and American Academy of Nurse Practitioners Certification Board (AANPCB) national certification exams: Adult-Gerontology Primary Care Nurse Practitioner Program

- ANCC: Adult-Gerontology Primary Care Nurse Practitioner examination
- AANPCB: Adult-Gerontology Primary Care NP examination

Family Nurse Practitioner Program

- ANCC: Family Nurse Practitioner examination
- AANPCB: Family NP examination

The course of study for Adult-Gerontology Primary Care Nurse Practitioner may be completed in six semesters of part-time study; the Family Nurse Practitioner may be completed in seven semesters of part-time study. The course of study for Advanced Certificates can be completed in five semesters for the Adult-Gerontology Primary Care track or six semesters for the Family Nurse Practitioner track.

M.S. Adult Gerontology Primary Care Nurse Practitioner

Blended Learning - Onsite & Online

The 40-credit M.S., Adult-Gerontology Primary Care 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 advanced-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 course content may be online.

M.S., Adult Gerontology Primary Care Nurse Practitioner

[Program Code: 20000] {HEGIS: 1203.1}

Must complete all courses below:

NUR 610	Nursing Research	3.00
NUR 612	Pathophysiology for Advanced Practice Nursing	3.00
NUR 614B	Primary Health Care of the Adult	2.00
NUR 615	Foundations for	2.00
NUR 620	Adult/Geriatric Primary Care Practice	3.00
	The Theoretical Basis of Advanced Practice Nursing	
NUR 630	The Advanced Practice Role	2.00
NUR 634	Advanced Physical Assessment	3.00
NUR 644	Pharmacology	4.00
NUR 670	Healthcare Issues, Policies, and Ethics	2.00

Specialty requirement:

NUR 650	Diagnosis and Management of Illnesses and Physical Conditions of the Adult I	4.00
NUR 654A/B	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 664A/B	Preceptored Practicum in Adult Primary and Acute Care II	4.00

Credit and GPA Requirements

Minimum Total Credits: 40

Minimum Major GPA: 3.0

M.S. Family Nurse Practitioner

Blended Learning - Onsite & Online

The 46-credit M.S., 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 advanced-practice nursing roles 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 course content in any one course may be online.

M.S., Family Nurse Practitioner

[Program Code: 24686] {HEGIS Code: 1203.1}

Must complete all courses below:

NUR 610	Nursing Research	3.00
NUR 612	Pathophysiology for Advanced Practice Nursing	3.00
NUR 614	Primary Health Care of the Family	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 Issues, Policies, and Ethics	2.00

Specialty requirement:

NUR 690	Diagnosis and Management of Illness and Physical Conditions of Family I	4.00
NUR 691A/B	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 693A/B	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
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NUR 695A/B	Preceptored Practicum in Primary Care of the Family III	4.00
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Credit and GPA Requirements

Minimum Total Credits: 46

Minimum Major GPA: 3.0

Advanced Certificate in Adult Gerontology Primary Nurse Practitioner

Blended Learning – Onsite & Online

The 32-credit Advanced Certificate Adult-Gerontology Primary Care Nurse Practitioner program prepares nurses who already have a Master's degree in nursing with the knowledge and skills to practice as a nurse practitioner providing care for adults and older adults.

Applicants who are already certified as nurse practitioners in another specialty will have their prior academic record evaluated to identify courses for which they may be granted credit.

Advanced Certificate, Adult Gerontology Primary Care Nurse Practitioner (Post-Masters)

[Program Code: 20001] {HEGIS Code: 1203.12}

Must complete all courses below:

NUR 612	Pathophysiology for Advanced Practice Nursing	3.00
NUR 614B	Primary Health Care of the Adult	2.00
NUR 615	Foundations for	2.00
NUR 630	Adult/Gerontology Primary Care Practice	2.00
	The Advanced Practice Role	
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 654A/B	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 664A/ Preceptored Practicum in 4.00
B Primary Care of Adult II

Credit and GPA Requirements

Minimum Total Credits: 32

Minimum GPA: 3.0

Advanced Certificate in Family Nurse Practitioner

Blended Learning – Onsite & Online

The 38-credit Advanced Certificate Family Nurse Practitioner program prepares nurses who already have a Master's degree in nursing with the knowledge and skills to practice as a nurse practitioner providing care for families and individuals throughout their lifespan.

Applicants who are already certified as nurse practitioners in another specialty will have their prior academic record evaluated to identify courses for which they may be granted credit.

Advanced Certificate, Family Nurse Practitioner (Post-Masters)

[Program Code: 24687] [HEGIS Code: 1203.12]

Must complete all courses below:

NUR 612	Pathophysiology for Advanced Practice Nursing	3.00
NUR 614	Primary Health Care of the Family	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 693A/ B	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 695A/ B	Preceptored Practicum in Primary Care of the Family III	4.00

Credit and GPA Requirements

Minimum Total Credits: 38

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 Fall and Spring

NUR 612 Pathophysiology 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 and Spring

NUR 614 Primary Health Care of the Family

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 and NUR 612 are required.

Credits: 2

Every Fall, Spring and Summer

NUR 614B 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 and NUR 612 are required.

Credits: 2

Every Fall and Spring

NUR 615 Foundations for Adult/Geriatric Primary Care Practice

This course is designed to help students develop the necessary knowledge base and problem solving skill for practice as an adult/geriatric primary care nurse practitioner. The content will introduce the methodologies used to diagnose and treat some of the most common complaints seen in primary care and focus on health promotion. Emphasis will be placed on expected body function and developmental changes based on age from adolescence through geriatrics. This course will incorporate the use of simulation exercises to create a foundation of assessment, intervention and evaluation as well as group clinical practice.

The pre-requisites of NUR 614B and NUR 630 are required.

Credits: 2

Every Fall, Spring and 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 and Spring

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.

The pre-requisites of NUR 610 and NUR 612 are required.

Credits: 2

Every Fall, Spring and Summer

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.

The pre-requisites of NUR 610 and NUR 612 are required.

Credits: 3

Every Fall, Spring and Summer

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 Fall, Spring and Summer

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, 614B, 630, 634 and 644 are required.

Credits: 4

Every Fall and Spring

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 and Spring

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 and Spring

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.

Pre-requisites: NUR 612, 614, 630, 634, 644 and 650

Credits: 4

Every Fall and Spring

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 and Spring

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 Issues, 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 Spring

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, 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.

Pre requisites: NUR 612, 630, 634, 644 and 690

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.

Pre-requisites: NUR 612, 614, 630, 634, 644, 692

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.

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.

RICHARD L. CONOLLY COLLEGE OF LIBERAL ARTS AND SCIENCES

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.

DEPARTMENT OF BIOLOGY

The Department of Biology's core of 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. 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 Courses

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 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 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 four 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 552 Current Methods in Biotechnology

New technologies including next-generation sequencing (NGS) and realtime PCR (rtPCR) have resulted in unparalleled advances in genetic testing and genomic research. The Biology Department at LIU houses an NGS platform, the Ion Torrent Personal Genome Machine (PGM), which specializes in sequencing microbiomes, the bacterial community in a sample, and a realtime PCR that measures gene expression. In this lab-based course, students will learn how to characterize the microbiome using metagenomic sequencing on the PGM and its clinical applications, as well as perform in vitro transcription assays and even detect levels of SARS cov-2 on surfaces using rtPCR. Two hours of lecture and two hours of laboratory per week. 3 credits

Graduate standing; for undergraduates upper level laboratory course in molecular biology

Credits: 3

On Demand

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 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 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 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 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 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 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.

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 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, PHYSICS AND MATHEMATICS

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.

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, coordination 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 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

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 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, ¹H NMR, ¹³C 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. Students must present a seminar on their thesis research to the assembled faculty and graduate student body. Attendance is mandatory for all matriculated students in Fall and Spring semesters but credit is given only during the semester in which they present their seminar. 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. Students must present a seminar on their thesis research to the assembled faculty and graduate student body. Attendance is mandatory for all matriculated students in Fall and Spring semesters but credit is given only during the semester in which they present their seminar. 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

Mathematics Courses

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 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 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 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

DEPARTMENT OF SOCIAL SCIENCES

Master of Arts degrees are not offered at this time.

Economics Courses

ECO 624 International Economics

This course provides a unified introduction to international trade and finance. It first focuses on the concept of comparative advantages, examining 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

Rotating Basis

ECO 661 International Economic Relations

This course examines international economic relations, focusing on the emergence and evolution of regional economic integration and the interaction of different free-trade areas, common markets, and economic unions in the context of an increasingly globalized world economy. The course also discusses the role of international economic organizations, like the WTO, the World Bank or the IMF, and a variety of bilateral and multilateral economic, environmental, and defense agreements, in managing globalization and shaping the world economic order.

Credits: 3

Cross-Listings: ECO 661, PM 772

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

Rotating Basis

History Courses

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).

COLLEGE OF ARTS, COMMUNICATION AND DESIGN

The College of Arts, Communications & Design offers the highest quality professional training and arts education within a liberal arts environment. Its faculty and staff are dedicated to inspiring the next generation of creative makers, thinkers, and entrepreneurs. As a distinguished leader in collaborative, creative, and scholarly arts education, we champion the Arts and Communication as relevant and essential to contemporary life. We recognize that artists are a powerful force in our society. Their creative work is inextricably woven into the fabric of our culture—it surrounds us, informs us, and inspires us every day. As the College prepares the next generation of professional artists for success in the global marketplace, we are dedicated to providing unique learning experiences designed to enhance understanding and respect of diverse ideas and cultures while simultaneously providing the technical, analytical, conceptual, and artistic skills that are valued in the today's creative economy. Located in the heart of Brooklyn, the College attracts the very finest working artists, teachers, mentors, and role models who are dedicated to a rigorous student-centered experience that sets LIU Brooklyn apart from other colleges and universities. The College provides access to dozens of venues to showcase student talent, including theatres, art galleries; film and photography studios; TV and radio stations; new media labs; exhibition halls; national and international tours; and The Kumble Theater. Additionally, our students gain a competitive advantage by engaging in internships at some of the world's top arts, entertainment, public relations, and news organizations.

GEORGE POLK SCHOOL OF COMMUNICATIONS

Named for intrepid CBS correspondent George Polk, the George Polk School of Communications at Long Island University builds on the extraordinary history and unparalleled reputation of the prestigious George Polk Awards in Investigative Journalism. Graduates of the Polk School will carry forth the highest standards of professionalism and integrity represented by the extraordinary Polk Laureates, a list that includes Bob Woodward and Carl Bernstein, Walter Cronkite, Edward R. Morrow, Christine Amanpour, Peter Jennings, Diane Sawyer, Norman Mailer, Seymour Hersh, Jane Ferguson, Glenn Greenwald, Anna Deveare Smith, and other journalists of distinction.

Led by an interdisciplinary faculty and practitioners who excel in the professional world and/or who are accomplished scholars, the Polk School innovates on the cutting edge of media, communications, public relations, and journalism. Guided by LIU's pioneering spirit, the Polk School attracts students from around the region, country and world to a vibrant campus community in Downtown Brooklyn, in the heart of the media capital of the world, New York City.

The Polk School offers our prestigious MFA in Creative Writing.

DEPARTMENT OF JOURNALISM AND COMMUNICATION STUDIES

M.F.A. Creative Writing

LIU's **Master of Fine Arts in Creative Writing and Publishing** prepares students to tell stories that count (and non-narrative that count, too!) with multi-disciplinary courses in fiction, nonfiction, poetry, screenwriting, playwriting, and hybrid forms. With an emphasis on world literature and a practical focus on publishing, our MFA aims to teach students how to be professional writers and visionary literary citizens. Situated in the heart of Brooklyn, LIU's MFA in Creative Writing and Publishing prepares students for careers in creative writing, academia, translation, and publishing. The MFA in Writing and Publishing also offers an **online option** for students who can't pick up and move to New York, but still want to earn an MFA. In our MFA's publishing courses, students study directly with professionals at the heart of the publishing industry. During the course of their study, students learn about commercial, independent, and academic publishing with frequent guest literary agents, editors, and leaders

from seminal national and international literary arts organizations. We also focus on the performative aspects of the writing industry including audiobooks, public performances and speaking, and adaptations. Students learn about the intersection between book publishing and popular and new media. Students also gain vital publishing industry experience through literary internships centered in New York City and through the practicum of editing LIU's flagship literary journals.

For those with MFA degrees in hand, the Writing Program also offers a **Certificate in Manuscript Preparation**, a 12-15 credit program primarily intended for post-grad students who want the guidance, mentorship, and space to get their first manuscript in order and published.

We also offer a **Certificate in Translation** for those interested in working directly with literature in languages besides English.

A **five-year BA/MFA track** is also available to students seeking a combined undergraduate and graduate education in creative writing, translation, and publishing.

Admission Requirements for the MFA in Creative Writing and Publishing, Certificate in Manuscript Preparation, and Certificate in Translation programs:

To be admitted to these programs, 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 MFA or Advanced Graduate Certificate
- Submit 1-2 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.)

MFA in Creative Writing and Publishing

[Program Code: 31360] [1507.0]

The following Publishing courses are required: (12 credits)

- WRI 502: Polk Professional Series (3 credits)
- WRI 529: Publishing and Media Workshop (3 credits)
- WRI 519: Literary Arts Practicum (6 credits)

The following Writing courses are required: (9 credits)

- WRI 528: Crossing Genres Workshop (3 credits)
- WRI 527: Revision Workshop (3 credits)
- WRI 708: Thesis (3 credits)

One genre-specific Writing Workshop from the

list below is required: (3 credits)

- WRI 520: Nonfiction Writing Workshop (3 credits)
- WRI 523: Fiction Writing Workshop (3 credits)
- WRI 524: Poetry Writing Workshop (3 credits)
- WRI 525: Playwriting Workshop (3 credits)
- WRI 526: Screenwriting Workshop (3 credits)

The following Literature and Criticism course is required: (3 credits)

- WRI 503: Theory of Writing and Craft Criticism (3 credits)

Also, one of the following Literature and Criticism courses is required: (3 credits)

- WRI 504: History of Genre(s) (3 credits)
- WRI 535: Literary Forms from World Literature (3 credits)

The following electives may be chosen to fulfill the 36-credit MFA:

- WRI 700: Pedagogy for Creative Writers (3 credits)
- WRI 705: Internship and Independent Study (1-3 credits)
- WRI 530: Preparing for Publication (3 credits)
- WRI 519: Literary Arts Practicum 2 (3 credits)
- WRI 521: Writing in Place (1-3 credits)
- WRI 522: Food Writing (1-3 credits)
- WRI 531: Translation Workshop (3 credits)
- WRI 532: Translation Theory and Methodology (3 credits)
- WRI 533: Independent Study in Literary Translation (1-3 credits)

Credit and GPA Requirements:

- Minimum Credits: 36
- Minimum Major GPA: 3.0

Advanced Certificate in Manuscript Preparation

Certificate in Manuscript Preparation:
{Program: 41830}

Students who have already earned an MFA degree or who have satisfied the 36-credit requirement for the MFA in International Creative Writing are welcome to take the Certificate in Manuscript Preparation. The 15-credit coursework will be decided upon in consultation with the Directors of the MFA in International Creative Writing program. Possible classes might include the following:

- **WRI 527: Revision Workshop (3 credits)**

In Revision Workshop, students work closely with faculty to develop the techniques to read and revise their work from the point of view of an editor. In this course, students engage with revision exercises, learn about revision techniques from their instructor and visiting writers and

editors, and have the opportunity to present their revision process and revised work in class for review and workshop.

- **WRI 530: Preparing for Publication (3 Credits)**

In Preparing for Publication, students learn first-hand what the process of preparing their work for an audience will look like. Students will learn editing techniques from faculty and visiting writers and editors and will engage in the process of submitting work to literary journals, for prizes and publication, and preparing work for new media outlets.

- **WRI 529: Publishing and Media Workshop (1-3 credits; Repeatable)**

In the Publishing and Media Workshop, MFA students study directly with writers, editors, agents, and publishing and media industry professionals in semester-long and shorter, intensive classes. Classes will focus on publishing, media, adaptation, audiobooks, and industry-focused coursework. Students will also have hands-on experience in book and event promotion.

- **WRI 705: Internship and Independent Study (1-3 credits)**

Situated in the heart of Brooklyn, the MFA in International Writing and Publishing program offers students a variety of opportunities to conduct internships directly within New York's literary and publishing world. In our Internship and Independent Study course, students will have the opportunity to explore internships in which they work directly with industry professionals, pursue work-study options within academia, and learn about teaching opportunities. And for those students seeking to do a semester's worth of independent research on their current manuscripts and writing projects, the Independent Study portion of this class will allow students to work closely with a faculty mentor, develop reading lists, and delve deeper into independent research that will help strengthen their writing and work.

- **WRI 519: Literary Arts Practicum (3 credits/semester; 1 semester required)**

In the Literary Arts Practicum, students will gain hands-on experience on what it is like to run a literary magazine and/or a literary arts organization. Students will gain experience in literary arts programming, editorial experience, curricula development, teaching, student mentorship, publicity, promotion, and budget management.

Advanced Certificate in

Translation

Certificate in Translation:

{Program: 41833}

In order to earn a Certificate in Translation, MFA students would have to complete the following courses during their studies. Non-MFA students can also apply to earn a Certificate in Translation from LIU Brooklyn.

- **WRI 531: Translation Workshop (Elective; Required for students pursuing a Translation Certificate; 3 credits)**

In the Translation Workshop, MFA students will acquire the professional and practical skills necessary to access, interpret, and translate texts. The course will also examine issues informing contemporary translation practice. Students will have the opportunity to study translation theory, dialogue with professional translators, writers, and academics within the field, and practice their own translations. Classroom exercises may focus on direct translations, interpretations, and mistranslations of texts. Knowledge of a second language is welcome, but not necessary.

- **WRI 532: Translation Theory and Methodology (Elective; 3 credits)**

The course will provide an overview of global translation theories and methodologies from classical times to the present with an eye toward their incorporation into practice. Translation history presenting a diversity of perspectives will supply the underpinnings of "acceptable" strategies that, over centuries, have come to inform contemporary praxis.

- **WRI 533: Independent Study in Literary Translation (Elective; 3 credits)**

The course will focus on the specific issues and techniques related to the translation of prose, poetic, and dramatic texts. Intense practice in the translation of these genres (and their hybrid forms) will emphasize the production of literary texts in accordance with the target language and cultural norms. The course may be tailored to meet student interests and/or needs.

Writing Courses

WRI 502 POLK Professional Series

In this course, students will help plan, organize, promote, conduct interviews and create a podcast for a lively discussion series with Communications professionals in journalism, film and television, radio, publishing, as well as novelists, poets and nonfiction writers. Students will volunteer for and be assigned various roles in the process of creating the series. 1 1/2 credits, Must be taken twice concurrently in an academic year for a total of 3 credits). Every semester. Must be taken twice concurrently.

Credits: 1.50

Every Semester

WRI 503 Theory of Writing and Craft Criticism

The Theory of Writing and Craft Criticism courses introduces MFA students to critical and literary theory, and prepare students to complete the critical portion of their MFA thesis. Through this course, students will learn how to situate their writing within a larger, global field of literary theory and intellectual thought, and will have the opportunity to produce essays on craft criticism, in which they analyze and advocate for craft techniques that further strengthen the texts they are studying as well as their own work. Credits 3. Repeatable. Every Fall. May be taken twice.

Credits: 3

Every Fall

WRI 504 History of Genre(s)

This course will introduce students to the history of a particular form (narrative fiction, nonfiction, poetry, drama or translation). As well as overlaps between genres, such as "autofiction." Depending on the cohort of students in a particular semester, as well as the expertise of the instructor, students will read and discuss historical to contemporary works of literature in a particular genre or genres. The survey can be historical, thematic, or a combination, but is expected to cover at least a quarter of assigned readings that date back centuries if not millennia. Students in the major are required to take at least one history of the genre course but may repeat the course in a different genre, up to three times. Credits,3. Repeatable. May be taken three times.

Credits: 3

Rotating Basis

WRI 519 Literary Arts Practicum 1 and 2

In the Literary Arts Practicum 1 and 2, students will gain hands-on experience on what it is like to run a literary magazine and/or a literary arts organization. Students will gain experience in literary arts programming, editorial experience, curricula development, teaching, student mentorship, publicity, promotion, and budget management. 3 credits. Each class is repeatable up to 2 times. 2 semesters required for MFA students and 1

semester required for Certificate in Manuscript Preparation students. Offered every semester.

Credits: 3

Every Semester

WRI 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.

Student must be matriculated in the English MFA program in order to register for this course.

Credits: 3

Rotating Basis

WRI 521 Writing in Place

This course explores the terrain formerly covered by the term "travel writing," but with the recognition that notions of travel writing have necessarily changed in the 21st century. Questions explored in this course include what are the implications of looking and visiting another place, what it means to be seen? How does privilege factor into writing about place and what are the dynamics of insiders versus outsiders. Students will regularly write place-based essays and exercises and will read model essays by contemporary and classic place-focused writers. This course may be offered as a study abroad option. 1-3 Credits. Repeatable. May be taken twice. Offered occasionally.

Credits: 1 to 3

On Occasion

WRI 522 Food Writing

In Food Writing, students will gain hand-on experience at feature writing for culinary journals, websites, collaborative cookbooks, memoirs, and hybrid texts. Students will have the opportunity to work with local chefs and photographers and/or create podcasts featuring food industry professionals. Restaurant reviewing and recipe-testing will likewise be typical features of this course depending on the instructor. This course may be offered as a Study Abroad option.

Credits: 3

On Occasion

WRI 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

Rotating Basis

WRI 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

Rotating Basis

WRI 526 Screenwriting Workshop

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 501 is required.

Credits: 3

Cross-Listings: ENG 526, MA 550

Rotating Basis

WRI 527 Revision Workshop

In Revision Workshop, students work closely with faculty to develop the techniques to read and revise their work from the point of view of an editor. In this course, students engage with revision exercises, learn about revision techniques from their instructor and visiting writers and editors, and have the opportunity to present their revision process and revised work in class for review and workshop. Credits: 3. May be taken once. Annually. *Student must be matriculated in the English MFA program in order to register for this course.*

Credits: 3

Annually

WRI 528 Crossing Genres Workshop

An intensive workshop devoted to different strategies for writing imaginative texts, especially those that cross genres. This workshop is open to poets, fiction writers, nonfiction writers, playwrights, and hybrid writers. Throughout the class, students will be learning the craft of multiple genres by critiquing work produced by their peers in these genres. Students are also welcome to submit work in more than one genre for review. And hybrid writers, who are actively blurring the boundaries between genres, are welcome to take this course as well. Credits: 3. Annually. May be taken once.

Credits: 3

Rotating Basis

WRI 529 Publishing and Media Workshop

In the Publishing and Media Workshop, MFA students study directly with writers, editors, agents, and publishing and media industry professionals in short, intensive classes, each lasting five weeks and worth 1 credit. Classes will focus on publishing, media, and industry-focused coursework. Students may register for one or all such workshops in a given semester. Credits: 1 credit per 5-week class. 2-3 classes offered per semester. Repeatable. May be taken six times. Every semester.

Credits: 1

Every Semester

WRI 530 Preparing for Publication

In Preparing for Publication, students learn first-hand what the process of preparing their work for an audience will look like. Students will learn editing techniques from faculty and visiting writers and editors, and will engage in the process of submitting work to literary journals, for prizes and publication, and preparing work for new media outlets. Credits 3, Repeatable. May be taken twice. *Student must be matriculated in the English MFA program in order to register for this course.*

Credits: 3

Rotating Basis

WRI 531 Translation Workshop

In the Translation Workshop, MFA students will acquire the professional and practical skills necessary to access, interpret, and translate texts. The course will also examine issues informing contemporary translation practice. Students will have the opportunity to study translation theory, dialogue with professional translators, writers, and academics within the field, and practice their own translations. Classroom exercises may focus on direct translations, interpretations, and mis/translations of texts. Knowledge of a secondary language is welcome, but not necessary. 3 credits. *Student must be matriculated in the English MFA program in order to register for this course.*

Credits: 3

On Occasion

WRI 532 Translation Theory and Methodology

The course will provide an overview of global translation theories and methodologies from classical times to the present with an eye toward their incorporation into practice. Translation history presenting a diversity of perspectives will supply the underpinnings of “acceptable” strategies that, over centuries, have come to inform contemporary praxis. 3 credits.

Student must be matriculated in the English MFA program in order to register for this course.

Credits: 3

On Occasion

WRI 533 Independent Study in Literary Translation

The course will focus on the specific issues and techniques related to the translation of prose, poetic, and dramatic texts. Intense practice in the translation of these genres (and their hybrid forms) will emphasize the production of literary texts in accordance with target-language and -culture norms. The course may be tailored to meet student interests and/or needs. 1-3 credits.

Student must be matriculated in the English MFA program in order to register for this course.

Credits: 1 to 3

On Occasion

WRI 535 Literary Forms from World Literature

In contemporary American creative writing, theatre, and screenwriting classes, the literary structures and

forms most centered are derived from the Western literary canon. However, in Literary Forms from World Literature, students will study and learn about literary forms, structures, aesthetic theories, intellectual traditions, and storytelling techniques from a variety of world literatures and ethnic American literatures. Thus, through this class, students will diversify and strengthen their craft knowledge and technique, and will gain access to storytelling structures, forms, and aesthetic traditions far beyond the Anglo-American canon. Credits 3. May be taken once. Rotating basis.

Credits: 3

Rotating Basis

WRI 536 Overseas Writers Workshop

The Overseas Writing Workshop will take place during the Winter term or in the Summer and will bring students to locales around the world to meet and learn from international writers and publishers. Students will immerse themselves beforehand in the literature of the locale to be visited.

Credits: 1

On Occasion

WRI 700 Pedagogy for Creative Writers

Students who are Teaching Assistants and/or teaching through the Literary Arts Practicum are recommended to take this course. This course prepares students to teach writing by examining theoretical and practical dimensions of the teaching of writing. The course may focus on teaching composition or creative writing at the college level. Topics include constructing course syllabi, integrating reading and writing assignments, running classroom workshops, promoting process writing, responding to student work, using multimodal instruction, considering the linguistic needs and abilities of a multicultural student population. Credits: 3. Repeatable. May be taken twice. Annually.

Student must be matriculated in the English MFA program in order to register for this course.

Credits: 3

Annually

WRI 705 Internship and Independent Study

If enough students are engaged with internships in a given semester, or have an interest in strategies for doing independent study while pursuing internships (10 students or more), we will offer an internship course. If not, students will work on their own with a faculty mentor. In the Internship and Independent Study course, students have the opportunity to explore internships in which they work directly with industry professionals, pursue work-study options within academia, and learn about teaching opportunities. For those students seeking to do a semester's worth of independent research on their current manuscripts and writing projects, the Independent Study portion of this class will allow students to work closely with a faculty mentor, develop reading lists, and delve deeper into independent research that will help

strengthen their writing and work. Credits: 1-3. Repeatable, up to a total of 6 credits.

Credits: 1 to 6

On Demand

WRI 708 Thesis

The thesis for the MFA will take the form of a portfolio of creative work with an additional critical component. Students work with two thesis advisers, a director and a reader. Length and word count to be determined by thesis director and student in consultation with Program director(s).

Prerequisites: At least 18 credits in graduate Polk Writing courses completed

and permission of the thesis director and the Program Director(s).

Student must be matriculated in the MFA program in order to register for this course. 3 Credits. On Demand.

Credits: 3

On Demand

SCHOOL OF VISUAL AND PERFORMING ARTS

Dedicated to professional training within a liberal arts environment, the School of Visual and Performing Arts prepares students for careers in many of today's fastest growing performance, visual, print, and digital design industries. The School's individual degree programs offer unique programs of study and opportunities to engage in a multitude of mediums such as: 2D and 3D Art, movies, television, digital design, video games, acting, writing and producing for screen, and other performing and visual art forms. From concept to completion, our students engage in making high-quality content every day.

DEPARTMENT OF MEDIA ARTS

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, at production and executive levels.

M.F.A. 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 15-20 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
- Personal Statement
- Two original dramatic or comedic scripts written for film, TV or theater, or two samples of creative writing that reflect your story-telling ability.
- Optional: Two written recommendations: one professional and one academic.
- 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 predetermined deadlines.

M.F.A., Writing and Producing for Television

[Program Code: 32846] [HEGIS: 0605.0]

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

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
WPT 612	The Writers Table (Writers Intensive)	3.00

Semester Three

WPT 630	Television Series & Programs - Writing and Production	6.00
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WPT 631	Single Camera Film-Style Video Production	3.00
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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
WPT 632	Location Production (Writers Intensive)	3.00

Credit and GPA Requirements

Minimum Credits: 48

Minimum GPA: 3.0

Media Arts Courses

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 is required.

Credits: 3

Every Fall

MA 568 Lighting for Visual Media

At the heart of the expression of visual media is light. This course will examine the nature, content and use of light in film/video, stills, and animation; and explore how light is used to create mood, depth and an emotional experience. This is a hands-on production class which requires that each student have competency in their media specialty. Students will work in a variety of lighting styles and shooting conditions, with natural light and lighting kits. Additive and subtractive color modes will also be examined.

The pre-requisite of MA 560 is required.

Credits: 3

Rotating Basis

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 is required.

Credits: 3

Rotating Basis

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 Spring

MA 668 Location Production

This joint ten (10) day Intensive is part two of the production phase. Scenes selected from the scripts written for the Central Project will be shot at various locations, and 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/Writers Intensive)

The pre-requisite or co-requisite of MA 560 is required.

The pre-requisite or co-requisite of MA 560 is required.

Credits: 3

Cross-Listings: MA 668, WPT 632

Every Winter Intersession

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 703 Independent Study I (Theory)

This course allows the student to complete a research paper to be arranged in close association with the Faculty Advisor. Prerequisite: Student must have signed permission from both the Faculty Advisor and the Department Chair.

Credits: 3

Every Fall, Spring and Summer

MA 704 Independent Study II (Production)

This course allows the student to complete a media production to be arranged in close association with the Faculty Advisor. Prerequisite: Student must have signed permission from both the Faculty Advisor and the Department Chair.

Credits: 3

Every Fall, Spring and Summer

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 Internship Program Coordinator, students integrate newly learned skills in a professional environment. A written critique is the final project. Prerequisite: Completion of 18 credits of course work, permission of Internship Program coordinator, Faculty Advisor and Department Chair.

Credits: 3

Every Fall, Spring and Summer

MA 706 Internship

As an alternative to a production course, students may undertake an advanced field work experience (approximately 3 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. Prerequisites: signed permission of Faculty Advisors and Department Chair.

Credits: 3

Every Fall, Spring and Summer

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 showing of the thesis production is required during Final Graduate Exhibition, before graduation. Prerequisites: signed permission of Faculty Advisors and Department Chair.

Credits: 3

Every Fall, Spring and Summer

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. Prerequisites: Prior permission of Faculty Advisor for the Studio Specialization, and filing of appropriate Studio Specialization Form with Department Chair.

The pre/co requisite of MA 500 is required

Credits: 3

On Demand

MA 895 Studio Specialization II

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 Advisor best qualified for supervision of this specialized study. Prerequisites: Prior permission of Faculty Advisor for Studio specialization, and filing of Studio Specialization Form with Department Chair.

The pre/co requisite of MA 500 is required

Credits: 3

On Demand

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.

Prerequisites: Prior permission of Faculty Supervisor for Studio Specialization, and filing of appropriate Studio Specialization Form with Department Chair.

The pre/co requisite of MA 500 is required

Credits: 3

On Demand

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 Candidate's MFA Thesis Advisors. A total of 9 credits are required for the MFA Thesis.

Prerequisites: Signed permission from Thesis Advisors and Department Chair on Outline Form.

Credits: 3

Every Fall and Spring

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 Candidate's MFA Thesis Advisors. A total of 9 credits are required for the MFA Thesis.

Prerequisites: Signed permission from Thesis Advisors and Department Chair on Outline Form.

Credits: 3

Every Fall and Spring

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 Candidate's MFA Thesis Advisors. A total of 9 credits are required for the MFA Thesis.

Prerequisites: Signed permission from Thesis Advisors and Department Chair on Outline Form.

Credits: 3

Every Fall and Spring

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

Rotating Basis

WPT 612 The Writers' Table

During this course, students experience an intensive week of collaboration on short scripts, with an emphasis on comedy. Each student completes a script during the week, concluding with a reading by professional actors. Guest speakers have included writers from BLACKISH, late night comedy shows, and legendary sit-coms.

Credits: 3

Every Spring

WPT 620 Television Series and Programs - Writing and Pre-Production

During the spring, students complete drafts of the Central Project and revise them. 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: Web Series

Through a practical discussion of the new media landscape, students will be led through the digital series development process. Each student will write and shoot a viable web series pilot.

Credits: 3

Rotating Basis

WPT 630 Television Series and Programs -

Writing and Production

Working in tandem with the pre-production class, students prepare their scripts for the shooting of the Central Project. Intensive revision of what has been written now focuses on the pragmatic issues of shooting. Working from the notes of the professional director and production team, students revise and polish their final shooting scripts.

Credits: 6

Every Fall

WPT 631 Single Camera Film-Style Production

WPT and MA Production and Media Management students become familiar with all phases of pre-production, including breaking down the script, casting, location scouting, determining budgets, discussing the style in which this production will be shot, etc. This hands-on experience allows students to learn what it is to actually produce an episode of television from the ground up.

The pre-requisite or co-requisite of MA 560 is required.

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. Scenes selected from the scripts written for the Central Project will be shot at various locations, and 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/Writers Intensive)

The pre-requisite or co-requisite of MA 560 is required.

The pre-requisite or co-requisite of MA 560 is required.

Credits: 3

Cross-Listings: MA 668, WPT 632

Every Winter Intersession

WPT 642 Post Production

Students will delve into the world of post-production. Each student will do a rough assembly of the footage that was shot during the Winter Production of their scenes. In addition, there is an overview of post-production that will include topics such as: SFX generation, color correction, audio sweetening techniques and aesthetics, 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 television writer: How to get an agent or manager and work with that person; how to acquire intellectual property; how to move through

developing an idea, pitching it, developing it with a producer, presenting it to network executives and, ultimately, getting a job. 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 write an original pilot. The pilot can be sixty or thirty minutes in length, and it is independent of the main project. Students may choose the genre, ranging from drama to comedy to animation. They will learn both the challenges of writing an original pilot and of creating an entire series, for the pilot script reflects a full understanding of what will constitute their TV series.

Credits: 3

Every Spring

WPT 699 Internship

Students will have the opportunity to do a prestigious internship placement at a media production company, media organization, or individual writer/producer. Internship placements must be cleared in advance with the MFA Advisor.

Credits: 0

Every Fall, Spring and Summer

WPT 700 The Capstone Project

Students will select one piece of material that they have individually written during the two years of the M.F.A. During the spring semester, they will develop a pitch for that project, refine it, and at the end of the semester, present their pitch to a panel of industry professionals. In addition, they will identify the portfolio of scripts that they will bring to their professional life. That portfolio will consist of at least one original pilot that they have written, their web series pilot, and the finished cut of their scene within the Central Project.

Credits: 3

Every Spring

SCHOOL OF BUSINESS, PUBLIC ADMINISTRATION AND INFORMATION SCIENCES

The School of Business, Public Administration, and Information Sciences (SBPAIS), aligned with the mission of the University, supports the idea of educational access for any and all those willing to apply themselves to the task. As a School, we strive for excellence in our engaged learning, our relevant scholarship, and our impactful service in the name of student success. For many business students, success in higher education is a tangible step toward success in the world of work. Toward that end, SBPAIS strives to maintain a curriculum responsive to the dynamic marketplace. Our graduate-level satellite programs at leading financial and healthcare institutions are a testimony to our ability to deliver education to the world's most demanding and discerning customers. Outside the classroom, research has proven that those students active on campus tend to encounter greater career success. SBPAIS has responded accordingly with extracurricular activities that more closely resemble internships than clubs, thereby bolstering student resumes. Our Public Administration Society (PAS) builds a spirit of community and provides exposure to career opportunities in the field and our newly founded MBA Society adds to this spirit. Through a set of new initiatives launched in 2018, LIU students have the chance to manage a real-money portfolio of stock market investments as part of our Student Managed Fund. Internal Revenue Service Certification to professionally file tax returns is available through our Accounting Society and NABA chapters. Students can be responsible for the social media promotion of our School through the Marketing Society, and students interested in going on to law school interact with sitting judges not just in the classroom but in their chambers through our Pre-Law Society. At SBPAIS, we realize that getting involved leads to being hired and a successful career launch. All of these offerings are available to our graduate students.

The School of Business, Public Administration, and Information Sciences consists of three academic units: Department of Business; Department of Technology, Innovation and Computer Science; and Public Administration. The Department of Business and the Department of Technology, Innovation, and Computer Science offer undergraduate and graduate degrees. While the Public Administration only offers graduate degrees. Graduate degrees include the following: Master of Business Administration (M.B.A.) with concentrations in Marketing, Entrepreneurship, Finance, International Business, Management, Management Information Systems, HRMS, and Accounting. Note that the M.B.A. is delivered in a 3-credit traditional M.B.A. format which can be customized to suit the needs of the corporate, hospital, or government institutions that wish to provide employees with a dedicated cohort. In addition, the School of Business offers a shared-credit PharmD/M.B.A. in conjunction with LIU Pharmacy. Other Master of Science (M.S.) degree programs include Computer Science, Artificial Intelligence, and Data Analytics and Strategic Business Intelligence. Also offered are the Master of Public Administration (M.P.A.) in Public Administration and the Master of Public Administration (M.P.A.) in Health Administration. The Masters of Science (M.S.) in Artificial Intelligence is one of the first of its kind nationwide, serving as a testament to our commitment to offering relevant, in-demand programs

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.

DEPARTMENT OF BUSINESS

Change is the norm for the 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 Business, therefore, provides all graduates a common knowledge and skillset 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.

The Department of Business offers the following degrees: Master of Business Administration (M. B. A.) with concentrations in Entrepreneurship, Finance, International Business, Management, Management Information Systems, and Marketing. In addition, The department offers the following: Master of Science (M.S.) in Accounting, Master of Science (M.S.) in Human Resource Management and shared credit BS/MS Accounting.

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 recently and the employment outlook for M.B.A. graduates is up worldwide, according to a recent GMAC Corporate Recruiters Survey. The School of Business, Public Administration, and Information Sciences offers a 3 credit traditional M.B.A. that can be structured to suit the desired time to graduation of any student or corporate cohort, an accelerated One-Year M.B.A. degree program for MEC cohort, and Pharm.D./M.B.A. for Pharmacy students.

The 36 to 63 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 that 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.

For the 3-credit M.B.A., students are encouraged to concentrate their study in one of the following business areas: entrepreneurship, finance, international business, management, management information systems, or marketing.

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.

M.B.A (3 credit format)

M.B.A.

[*Program code: 39878 HEGIS code: 52.0201*]

This program requires 36-63 credits. Upon evaluation of your official academic transcripts, your advisor will officially communicate the required number of credits needed to fulfill the M.B.A. degree requirement.

Required Courses

General Business Core (Up to 27 Credits)

Courses may be waived subject to prior undergraduate or graduate academic coursework.

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	515	Managerial Communications	3.00
GBA	517	Fundamentals of Management Information Systems	3.00

Required Business Basics Courses

Courses may be waived subject to prior undergraduate or graduate academic coursework.

GBA	516	Business Statistics	3.00
GBA	520	Managerial Economics	3.00
GBA	521	Legal Aspects of Business Administration	3.00

Advanced Business Core(24 credits)

MBA	612	Marketing Strategy	3.00
MBA	621	Service and Operations Management	3.00
MBA	625	Management of Innovation and Technology	3.00
MBA	660	Managerial Accounting	3.00
MBA	662	Principles of Corporate Finance	3.00
MBA	664	Leading and Managing Teams	3.00
MBA	666	Data Analytics and Strategic Decision Making	3.00
MBA	668	Intro to Startups & Entrepreneurship	3.00

Specialization Courses

M.B.A. students must take three (3) advanced courses in the specialization of choice. Available specializations are: entrepreneurship, finance, international business, management information systems, management, HRM, marketing and accounting. See section below on Specializations for more information about requirements.

Required Capstone

MBA	800	Strategic Management Capstone	3.00
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MBA Specializations

M.B.A. SPECIALIZATION REQUIREMENTS

Accounting (9 credits)

The accounting concentration is designed to expand the knowledge of students preparing to work in the fields of financial management, controllerships, and cost analysis. Nine credits of advanced level (700 or above) accounting courses required--must be courses that are not being used to satisfy major core requirements.

Entrepreneurship (9 credits)

The entrepreneurship concentration engages students to develop entrepreneurial thinking through the process of value creation and innovation and prepares them to execute a comprehensive strategy for launching a new venture.

Required (3 credits)

ENT	701	Seminar in Entrepreneurship	3.00
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Required 6 credits from the following list:

FIN	727	Global Economic Environment of Business	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	704	Digital Marketing	3.00

MKT	736	Social Media Marketing	3.00
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Finance (9 credits)

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.

Nine (9) credits of advanced level (700 or above) finance courses required--must be courses that are not being used to satisfy major core requirements.

Human Resource Management (9 credits from graduate HRM courses)

The human resource management concentration helps students develop the skills to manage more efficient and effective organizational and human capital systems that can be a source of sustainable competitive advantage for an organization.

Required six (6) credits:

HRM	721	Industrial Relations	3.00
HRM	722	Human Resource Management	3.00

And one of the following (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 (9 credits)

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. Nine (9) credits of advanced level (700 or above) IBU courses required--must be courses that are not being used to satisfy major core requirements.

Management (9 credits)

The management concentration focuses on the interrelated functions of business enterprises--large and small--which determine their visibility 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.

Nine (9) credits of advanced (700 or above) management courses required--must be courses that are not being used to satisfy major or core requirements.

Management Information Systems (9 credits)

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 systems concepts within organization functions, as well as management knowledge of 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.

Required (3 credits)

CS	601	Principles of Computer Science & Structured Programming C	3.00
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Required 6 credits from the following list:

CS	633	System Analysis and Design	3.00
CS	645	Computer Communications and Networking	3.00
CS	649	Database Management Systems	3.00

Marketing (9 credits)

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 for economic behavior sciences and quantitative systems to problems and opportunities currently facing marketing executives.

Nine (9) credits of advanced level (700 or above) Marketing (MKT) courses required--must be courses that are not being used to satisfy major or core requirements.

PharmD Pharmacy / MBA Business Administration

LIU Pharmacy in conjunction with the School of Business, Public Administration and Information Sciences, offers a shared credit PharmD/MBA. Students that successfully complete the program receive both degrees in the same 6-year time frame required for completing just the PharmD. Graduates will be well-positioned to compete for promotion in traditional pharmacy settings and in addition, will broaden their career opportunities to include the fields of pharmacy practice, pharmacy administration and management, and health care administration, as well as various sectors of the pharmaceutical industry. Moreover, the MBA opens the door for future career changes to the broad world of business beyond pharmacy.

Please see the LIU Pharmacy bulletin for more information about this program and degree requirements.

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 Summer

Tax Courses

TAX 774 Taxation of High Net Worth Individuals/Introduction to Personal Financial Planning

This course will focus on the tax planning, tax compliance issues faced by high net worth individuals and fundamentals of sound personal financial planning. Topics will include the U.S. taxation of portfolio income, passive income, sales of investments, retirement savings and the alternative minimum tax. Also covered will be the basics of investment, charitable and insurance planning, interest, dividends, and capital gains/losses. Additional topics explored include partnership rules and basis considerations related to investment income, at risk limitation, passive/loss limitation, real estate investment considerations, retirement savings, and REIT's.

A pre requisite of TAX 760 is required

Credits: 3

On Demand

Finance Courses

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 GBA 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 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 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

This course will cover meeting investment objectives, individual and institutional portfolios, and asset allocation and management strategies for mixed portfolios. Alternative techniques for risk management, derivative securities and portfolio management are analyzed. 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 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 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 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 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

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 520 and FIN 710 are required.

Credits: 3

On Occasion

FIN 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

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 Summer

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 Spring and Summer

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 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

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 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 Summer

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 Summer

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 and Summer

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 Uniform 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

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. *MBA: Pre-requisite of GBA 512 or MBA 613 is required.*

MS in HRM: Co-requisite of HRM 722/MAN 722 is 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 724 Organizational Development

An introduction to organizational development (OD), which is the ability of organizations, large or small, to effectively, economically, and strategically make changes to improve their human capital and the overall organization. The course explores the

history of OD, major trends facing the field, and ethical and professional issues while illustrating how the OD practitioner analyzes issues, gathers data, develops intervention processes and techniques, confirms a diagnosis, and implements recommended changes.

Pre-requisite of GBA 512 or MBA 613 are required.

Credits: 3

Cross-Listings: HRM 724, MAN 724, PM 711

On Occasion

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

On Occasion

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.

MBA: Pre-requisite of GBA 512 or MBA 613 is required.

MS in HRM: Co-requisite of HRM 722/MAN 722 is required.

Credits: 3

Cross-Listings: HRM 726, MAN 726

Every Fall

HRM 730 Staffing and Talent Management

Examination of the process of strategic recruitment, selection, and development of top talent in organizations; understanding and planning for talent needs; use of current recruitment methods and selection techniques of both internal and external talent pools; and the development of internal talent for retention and promotion. Legal context of employment decision-making is emphasized.

MBA: Pre-requisite of GBA 512 or MBA 613 is required.

MS in HRM: Co-requisite of HRM 722/MAN 722 is required.

Credits: 3

Cross-Listings: HRM 730, MAN 730

Every Spring

HRM 731 HR Analytics and Performance Metrics

Introduces the student to the theory, concepts, and business applications of human resources research, data, metrics, systems, analyses, and reporting. The student will develop an understanding of the role

and importance of HR analytics, and the ability to track, store, retrieve, analyze and interpret HR data to support decision-making. The student will use applicable benchmarks/metrics to conduct research and statistical analyses related to human resource management, and will prepare reports to present findings and recommendations.

MBA: Pre-requisite of GBA 516 and either GBA 512 or MBA 613 are required.

MS in HRM: Pre-requisite of GBA 516 and co-requisite of HRM 722/MAN 722 are required.

Credits: 3

Cross-Listings: HRM 731, MAN 731

On Occasion

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.

Pre-requisites: MBA 613 and permission of dean.

Credits: 3

Cross-Listings: HRM 750, MAN 750

Every Fall and 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 topics include both legally required and employer discretionary benefits, as well as how firms develop and administer employee benefit plans. Laws governing both compensation and benefits will also be covered.

MBA: Pre-requisite of GBA 512 or MBA 613 is required.

MS in HRM: Co-requisite of HRM 722/MAN 722 is required.

Credits: 3

Cross-Listings: HRM 790, MAN 790

On Occasion

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.

MBA: Pre-requisite of GBA 512 or MBA 613 is required.

MS in HRM: Co-requisite of HRM 722/MAN 722 is required.

Credits: 3

Cross-Listings: HRM 791, MAN 791

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

Cross-Listings: HRM 792, MAN 792

On Occasion

HRM 794 Human Resource Information Systems

Provides a basic overview of various automated information systems that are available to support today's human resource professionals such as RESUMIX, Peoplesoft, Modern Systems and other automated processes. The course also explores methods to increase recruiting, simplify interviews, and permit easier employee or prospect access to an organization's human resource offices. Issues related to system security and individual privacy will be discussed, as will the legal implications to users and organizations.

The pre-requisite of HRM 722 or MAN 722 is required.

Credits: 3

Cross-Listings: HRM 794, MAN 794

On Occasion

HRM 797 Case Studies in Human Resource Management

This is an application-oriented course 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, and selection; 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

Cross-Listings: HRM 797, MAN 797

On Occasion

HRM 798 Special Topics in Human Resource Management

An examination of selected themes current developments, emerging issues, and areas of professional specialization in the field of Human Resource Management. Topics vary.

The pre-requisite of HRM 722 or MAN 722 is required.

Credits: 3

*Cross-Listings: HRM 798, MAN 798
Every Summer*

HRM 799 Advanced Topics in Human Resource Management

An in-depth study of selected themes, current developments, emerging issues, and areas of professional specialization in the field of Human Resource Management. Topics vary.

The pre-requisite of HRM 722 or MAN 722 is required.

Credits: 3

*Cross-Listings: HRM 799, MAN 799
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 and GBA 512 are required.

Credits: 3

Cross-Listings: IBU 701, MAN 780

On Occasion

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 520 are required.

Credits: 3

Cross-Listings: FIN 716, IBU 702

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 or MBA 613 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 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.

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 770 International Accounting

Insight into the international accounting environment from the viewpoint of the U.S.-based multinational organization. (45 CPE credits)

Pre-requisite of GBA 512, MBA 611 and ACC 501 are required.

Credits: 3

Cross-Listings: ACC 770, IBU 770

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 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 709 Government and the Management of 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.

MBA: Pre-requisite of GBA 512 or MBA 613 is required.

MS in HRM: Co-requisite of HRM 722/MAN 722 is 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 724 Organizational Development

An introduction to organizational development (OD), which is the ability of organizations, large or small, to effectively, economically, and strategically make changes to improve their human capital and the overall organization. The course explores the history of OD, major trends facing the field, and ethical and professional issues while illustrating how the OD practitioner analyzes issues, gathers data, develops intervention processes and techniques, confirms a diagnosis, and implements recommended changes.

Pre-requisite of GBA 512 or MBA 613 are required.

Credits: 3

Cross-Listings: HRM 724, MAN 724, PM 711

On Occasion

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

On Occasion

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.

MBA: Pre-requisite of GBA 512 or MBA 613 is required.

MS in HRM: Co-requisite of HRM 722/MAN 722 is 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.

Pre-requisites: MBA 613 and permission of dean.

Credits: 3

Cross-Listings: HRM 750, MAN 750

Every Fall and Spring

MAN 760 Management Consulting

Intended to develop a student's management consulting skills by examining the best practices for internal and external consultants to introduce change. It teaches key aspects of the consulting process including problem assessment and diagnosis, contracting, data collection, analysis, implementation, resistance to change, evaluation, and ethics.

Pre-requisite: GBA 512

Credits: 3

On Occasion

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 and GBA 512 are required.

Credits: 3

Cross-Listings: IBU 701, MAN 780

On Occasion

MBA 612 Marketing Strategy

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

Every Fall

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 the psychology of how humans process information. Students will gain proficiency in concepts of psychology and economics and how these relate to the financial markets and apply behavioral finance ideas in the analysis of real market trading phenomena.

Prerequisite of GBA 510, 511, 512, 513, 515, 516, and 517 are required.

Credits: 3

On Occasion

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 (e.g., banking, transportation, travel and tourism) and within the service functions of manufacturing (e.g., after-sales

support, financing). In addition to providing an overview of the role of services in the economy and within the functioning of various enterprises, this course will explore some of the following topics: 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.

Prerequisite of GBA 510, 511, 512, 513, 515, 516, and 517 are required.

Credits: 3

Every Fall

MBA 626 Risk Management

This course deals with the theoretical and practical approaches to effective financial management. Planning, analyzing, and controlling investment and short- and long-term financing are examined in the context of business decision-making. Emphasis is placed on the application of risk in today's business environment. Topics include capital budgeting; risk and diversification; asset liability management; financial derivatives and financial engineering; and swaps, options, and futures.

Prerequisite of GBA 510, 511, 512, 513, 515, 516, 517 and MBA 620 are required.

Credits: 3

On Occasion

MBA 630 Marketing Strategy

A focus on marketing planning processes, concepts, methods, and strategies at the product and corporate level and with a global orientation. The course emphasizes the relationship between marketing and other business functions and draws on perspectives from industrial economics, corporate finance, and strategic management. 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

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 theories, and situational leadership.

Pre-requisite of GBA 512 is required.

Credits: 1.50

Cross-Listings: MBA 631, MBA 631

Every Fall

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 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 capital, financial and capital structure, sources of long-term funds, dividend policies, and mergers, acquisitions, and consolidations.

Pre-requisite of GBA 511 is required.

Credits: 1.50

Every Fall

MBA 634 Service/Operations Management

This course explores successful service firms and helps students discover entrepreneurial opportunities. Various aspects involved in the management of service operations within the "pure" service sector and within the service functions of manufacturing will be covered. In addition to providing an overview of the role of services in the economy and within various enterprises, this course will explore some of the following topics: design and delivery of services, the measurement of productivity and quality, managing capacity and demand, quality management, service delivery processes, technology management, and human resources management.

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 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 and 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 Summer

MBA 643 Working in Teams 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 Spring

MBA 644 Career Planning

This course explores core competencies required by the 21st century workplace and students' own plan for career/industry advancement. Competency in key aspects of career development will be demonstrated: creation of a skill-based resume and targeted cover letter, effective use of social media for career exploration and self-marketing, and knowledge of networking and job search strategies.

Credits: 1

Every 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 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 GBA 512 is required.

Credits: 1

Every Summer

MBA 651 Marketing Analytics

Marketing analytics includes the processes 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 performance, which is measured through various business metrics.

A pre requisite of MBA 630 is required.

Credits: 1.50

Every Fall and Summer

MBA 652 Transformational Leadership

An exploration of transformational leadership as embodied in later theoretical classics in the field. Includes discussions about reframing leadership, emotional intelligence, charismatic leadership, empowering others, principle-centered leadership, and servant leadership.

Pre-requisite of MBA 631 is required.

Credits: 1.50

Every Fall and Summer

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

MBA 654 Decision Making

This 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

MBA 660 Managerial Accounting

The application of accounting principles to help plan for, control operations, and assess performance. The course will focus on the use of accounting data to inform management decisions. Topics covered will include types of costing and budgeting, cost-volume-product analysis, and designing control systems. Quantitative methods that can be applied to managerial accounting will be studied and Excel will be used.

Pre-requisite of GBA 510 is required.

Credits: 3

Every Spring

MBA 662 Principles of Corporate Finance

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; and mergers, acquisitions, and consolidations.

Pre-requisite of GBA 511 is required.

Credits: 3

Every Fall

MBA 664 Leading and Managing Teams

A hands-on course about how to build and manage teams that can succeed in today's increasingly complex workplace. Topics to be addressed include developing an effective communication style; building trust and resolving conflict; establishing roles and structures; setting performance metrics and fostering a climate of accountability; managing differences; aligning individual and team goals; coaching; securing resources; and managing expectations of senior executives.

Pre-requisite of GBA 512 is required.

Credits: 3

Every Fall

MBA 666 Data Analytics and Strategic Decision Making

Decision-makers rely on intelligent technology to analyze data systematically in order to improve decision-making. The ability to understand, analyze and interpret businesses from Big Data has become increasingly more important today. This course is designed to impart the concepts and the practical aspects of data analytics that support strategic decision-making. Students will understand data analytics and its role in business, and become familiar with various data analytics techniques and tools. Topics covered will include, but not be limited to, analytics and decision support, data management, data mining, visualization, descriptive analytics, predictive analytics, and Big Data analytics.

Pre requisites: GBA 516 and 517

Credits: 3

Every Spring

MBA 668 Intro to Startups & 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 requisite(s): GBA 512

Credits: 3

Every Spring

MBA 800 Strategic Management Capstone

An examination of the fields of policy making and administration that builds upon and integrates the work covered in the graduate curriculum. As an integrating experience, students are expected to bring their overall 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 the assignment of a major written project round out the learning experience.

Pre requisites:

MBA 612, 613, 620, 621, 625 and 626;

Any four 700 level MBA courses

Credits: 3

Every Fall and Spring

MBA 802 Strategic Management Capstone

This course, designated for MBA for PharmD students taken in their final semester, draws on and synthesizes all of the functional area in the MBA curriculum. Students will apply the skills and knowledge they have gained in previous courses in the form of a final project focused on addressing complex strategic issues associated with an organization or business unit, identifying solutions, and making recommendations. Students will develop, present, and defend their work.

Pre requisites:

MBA 612, 613, 620, 621, 625 and 626;

Any four 700 level MBA courses

Credits: 5

On Demand

MKT 701 Marketing Communication and Advertising

A study of the role of mass and personal communication and sales promotion in marketing management and the social and economic implications of these. Research findings in communication theory and the 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 potential, 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 704 Digital Marketing

The Internet is experiencing an increasing popularity as an efficient tool to link the individual or organization to the targeted audience. Its efficiency however is dependent on a successful management of e-marketing tools. The objective of this course is to give students an overview of digital media tools, web metrics, online branding and credibility, online innovation and e-commerce. The course focuses mainly on how to manage effectively a website to turn a business into a success.

Pre-requisite of GBA 513 is required.

Credits: 3

On Occasion

MKT 706 Product Planning and Marketing

This course uses 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 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; research and 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 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

DEPARTMENT OF TECHNOLOGY, INNOVATION AND COMPUTER SCIENCE

In today's interconnected, global world of transactions, technology powers our commerce, communication, connection to services, and social lives. Companies rely on technologists to invent and optimize software algorithms, maintain hardware, provide support, ensure the integrity of systems in the face of cyber threats as the frontline of their business strategy team. The outlook for continued technological development is positive, especially in the fields of payment and financial services, augmented reality, big data, social communication, biotechnology, and other service industries.

The department offers the Master of Science (M.S.) in Computer Science, Master of Science (M.S.) in Artificial Intelligence--one of the first of its kind nationwide--and a Master of Science (M.S.) in Data Analytics and Strategic Business Intelligence.

The amount of data in the business world is collectible through information technology such as point-of-sale systems, GPS, websites, social media, smartphones, apps, Internet of Things devices, RFID sensors, smart devices, and networks is growing exponentially, and new models and methods to mine data, and unstructured, real-time data in particular (such as social media posts, online user reviews, pictures and videos posted online, and consumer online behavior), have been continually developed. Data analytics approaches are getting more and more sophisticated thanks to the advancement of information technology. Traditional data management tools such as Microsoft Excel and SQL are not sufficient to handle data anymore. Therefore, the demand for knowledgeable and skilled professionals who can leverage big datasets in business settings is extremely high. The need for data-literate managers with solid analytical skills has never been greater. In recognition of this need, the College of Management created the MDA program with a blend of data, information technology, and business courses. The career opportunities for the graduates from the programs are expected to be extensive.

The MDA program aligns with the strategic goals of the university in that the program cultivates the analytic and quantitative skills that students, as digital natives, will require to pursue their professional careers and that it provides students opportunities for global and experiential education and engagement. To align with the updated curriculum guidance of the AACSB (the accreditation body of business schools), the program addresses the required business and management skill area of "evidence-based decision making" throughout its curriculum that

integrates current and emerging business statistical techniques, data management, data analytics, and information technology. Students in the program will experience integrate real-world business strategies, privacy and security concerns, ethical issues, data management, data analytics, technology-driven changes in the work environment, and the complexities of decision making.

M.S. in Artificial Intelligence

To prepare the workforce of the future, the 30-credit M.S. in Artificial Intelligence (AI) aims to educate and train skilled leaders to create AI applications and AI systems that are designed to solve complex real-world challenges and problems across many industry domains. The purpose of the program is to achieve this latter goal while addressing the emerging needs of the market. Additionally, the new program, with its faculty and students, aims to accelerate multidisciplinary research and discovery in LIU's emerging signature areas: health, pharmaceuticals, pharmacological engineering, bioinformatics, and business among others. The program will create new opportunities for research and economic development. It is a pathway for master's students to pursue exciting career opportunities in the most innovative companies in the NY region and the globe across all industry sectors and/or Ph.D. research in Computer Science and related fields.

The M.S. in AI program offers a holistic view and a multidisciplinary in-depth study of AI theory and practice. New courses include Programming in Python, Data Structures and Algorithms, Statistical Learning, Modern Artificial Intelligence (Present and Future), Machine Learning and Pattern Recognition, Data Mining and Exploration, Deep Learning, Artificial Intelligence and Machine Learning in Bioinformatics, Automatic Speech Recognition, Image and Vision Computing, and Computational Neuroscience and Cognition and Intelligent Autonomous Robots. In addition, the program includes two Special Topics courses for the timely introduction of cutting-edge advanced topics in Artificial Intelligence, including research topics. The program offers two options: a **course-only option** and a **thesis option** for six credits over two semesters. The one-year thesis sequence should demonstrate the students' learning in the program and contributions ranging from practical developments of AI components or systems to theoretical contributions, culminating in a thesis document.

The M.S. in AI degree offers multiple pathways to meet the needs, interests, and backgrounds of students. The successful applicants to the program are expected to complete online quantitative boot camps in mathematics and numeric computation, linear algebra, basic probabilities and statistics, and basic calculus. These multiple pathways are supported by the following curriculum structure:

fifteen (15) credits of core courses, nine (9) credits of specialized courses, and six (6) credits of electives (course-only option of the degree) or six (6) credits for one-year thesis research (thesis option of the degree) for a total of 30 credits.

For Admission requirements, please refer to the Admissions section of this Bulletin.

Artificial Intelligence, M.S.

Requirements

MS in Artificial Intelligence Requirements

Choose four of the following Core Module

Courses:

AI	602	Programming in Python	3.00
AI	632	Algorithms and Data Structures in Python	3.00
AI	680	Artificial Intelligence: Present and Future	3.00
AI	682	Data Mining and Exploration	3.00
AI	683	Statistical Learning	3.00
AI	686	Automatic Speech Recognition	3.00
AI	688	Image and Vision Computing	3.00

Choose two of the following Specialization

Courses:

AI	687	AI and Machine Learning in Bioinformatics	3.00
AI	689	Computational Neuroscience, Cognition and Artificial Intelligence	3.00
AI	701	Intelligent Autonomous Robotics	3.00
AI	790	Special Topics in Artificial Intelligence I	3.00
AI	791	Special Topics in AI: 2	3.00

The following two courses are required:

AI	681	Machine Learning & Pattern Recognition	3.00
AI	700	Applicable Deep Learning	3.00

MS in Artificial Intelligence

Electives/Thesis Options

Choose one of the following options:

6 credits of graduate electives in Artificial Intelligence or Computer Science

OR

Thesis - 6 credits

AI	698	Thesis I	3.00
AI	699	Thesis II	3.00

Credit and GPA Requirements

Minimum Credits (Thesis Option): 30

Minimum Credits (Non-Thesis Option): 30

Minimum Major/Overall GPA: 3.0

M.S. 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 blended learning format, where nearly half of the courses are delivered online and the balance is offered in a traditional classroom setting.

For Admission requirements, please refer to the Admissions section of this Bulletin.

M.S. Computer Science

[Program Code: 89373] {HEGIS 0701.0}

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
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OR

CS	691	Software Development Project	3.00
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Credit and GPA Requirements

Minimum Credits (Thesis Option): 36

Minimum Credits (Project Option): 36

Minimum Major GPA: 3.0

M.S in Data Analytics and Strategic Business Intelligence

This 30-credit, specialized DA program offers a curriculum with a blend of data science, IT, and business courses to prepare students for the demand in industries for data-literate managers and business analysts with solid business knowledge and analytical skills. The curriculum provides students with fundamental data-driven analytical methods and skills to interpret and present digital data and produce practical and meaningful insights of customers, products, services, and marketplaces, which can lead to better, more informed business decisions, innovative business models and sustainable competitive advantages. Towards the end of the program, students will have the opportunity to apply classroom knowledge in real-life data analytics problems through the required course of Global Capstone Action Learning Internship. Upon completing the program students should develop applied knowledge and interdisciplinary understandings of data asset, data collection, data management, data communication, data storage, data visualization, data mining, machine learning, data security, information privacy, and business intelligence in the industries such as consulting, accounting, finance, marketing, IT, supply chain and logistics, gaming, sports, fashion, or health care.

The program is designed for recent graduates or working professionals in their early or mid-career phases. The ideal student should have basic quantitative and IT knowledge and skills through prior coursework or working experience, and be highly motivated to learn how to deal with data as a strategic asset and apply IT and analytic methods to make data-driven business decisions.

The program takes place on the LIU Brooklyn campus or online with classes held during the evenings and weekends. Students may start the program in the third session of the summer semester (early August) by taking the first foundational course of business statistics, then take the majority of the coursework in the fall and spring semesters, and complete the required analytics capstone internship in the following summer before graduation. Students who have previously earned a grade of B or above in statistics courses at the graduate level may apply for a waiver of the foundational statistics course offered in the first summer but should take an additional three-credit elective course any time

before graduation to fulfill the minimum 30-credit requirement.

The program offers both full-time and part-time options. Full-time students can complete the program in as fast as one year. Part-time students may spread their studies over a longer timeframe, and complete the program in up to two years.

International students must maintain their full-time student status in each semester.

The program is a STEM Designated Degree Program, which allows international students eligible to apply for a 24-month STEM OPT extension after their initial post-completion OPT. Admissions Requirements

For Admissions requirements, please refer to the Admissions section of this Bulletin.

Degree Requirements

M.S. in Data Analytics and Strategic Business Intelligence

Program Requirements

Required Graduate Core Courses

DA	525	Business Statistics	3.00
DA	530	Introduction to Data Science with R and Python	3.00
DA	610	Database Management and Data Mining	3.00
DA	620	Data-driven Decision-making and Business Intelligence	3.00
DA	710	Big Data Analytics and Machine Learning	3.00
DA	720	Applied Data Analytics in Business	3.00
DA	730	Data Privacy and Regulatory Compliance	3.00
DA	821	Global Capstone Action Learning Internship	3.00

Elective Graduate Courses

Students must complete two DA electives (6 credits total). Note: With Program Director's approval, students may opt to select electives from the list of any Artificial Intelligence, Computer Science, or other Data Analytics courses.

Credit and GPA Requirements

Minimum Total Credits: 30 Credits

Minimum GPA: 3.0

Artificial Intelligence Courses

AI 602 Programming in Python

Problem solving, algorithmic design, and implementation using the Python programming language are presented. Topics include fundamental data types and associated collection data types, I/O processing, conditional and loop constructs, use and implementation of functions. This first part of the course is complemented with a through presentation of Object-Oriented programming. Select advanced features for both procedural programming and Object-Oriented programming are introduced. Three credits; one-hour laboratory.

Credits: 3

Every Fall and Spring

AI 632 Algorithms and Data Structures in Python

A comprehensive study of the design and analysis of efficient data structures and algorithms in Python. The course provides the fundamentals of data structures and algorithms, including their design, analysis and implementations. Fundamental data abstractions include: linear lists; stacks; queues and deques; priority queues; multi-linked structures; trees and graphs; maps; hash tables; internal and external sorting and searching.

Three credits; one-hour laboratory.

Prerequisite: AI 602

A pre requisite of AI 602 is required.

Credits: 3

Every Spring

AI 680 Artificial Intelligence: Present and Future

The course gives a quick overview of the background of contemporary work in symbolic AI, and looks at the relationship between statistical and two logical approaches to AI. It also addresses some of the philosophical and ethical issues that arise. The course surveys state-of-the-art AI systems and techniques in various subfields (e.g., agents and reasoning; planning, constraints and uncertainty; google search and the semantic web; dialogue and machine translation; varieties of learning). Three credits; one-hour laboratory.

Credits: 3

Every Fall

AI 681 Machine Learning & Pattern Recognition

This graduate course covers some fundamental theoretical concepts in machine learning, and common patterns for implementing methods in practice. The intended audience is those wanting the background required to begin research and development of machine learning methods. The course provides foundations of pattern recognition algorithms and machines, including statistical and structural methods. Data structures for pattern representation, feature discovery and selection, classification vs. description, parametric and non-parametric classification, supervised and unsupervised learning, use of contextual evidence,

clustering, recognition with strings, and small sample-size problems.

Three credits; one-hour laboratory.

Credits: 3

Every Fall

AI 682 Data Mining and Exploration

The course will introduce machine learning and apply it to real-world data sets. Other techniques and data-visualization methods will be featured. Student will undertake case study presentations and a mini-project on a real-world dataset. Three credits; one-hour laboratory.

A pre requisite of AI 681 is required.

Credits: 3

Every Spring

AI 683 Statistical Learning

This course provides an introduction to the statistical methods commonly used in learning from data. The course combines methodology with theoretical foundations and their computational aspects. The course aims to assist you in designing good learning algorithms and analyzing their statistical properties and performance guarantees. Fundamental principles and techniques of probabilistic thinking, statistical modeling, and data analysis are introduced. Topics covered include basic probability and statistics including events, conditional probabilities, Bayes theorem, random variables, probability distributions, and hypothesis testing. Building on these concepts, the course provides an in depth of coverage of supervised learning from data with focus on regression and classification methods. A few key unsupervised learning methods such as clustering (K-means and Hierarchical clustering) are covered. R is used for computing throughout the course.

Three credits; one-hour laboratory.

Credits: 3

Every Fall

AI 686 Automatic Speech Recognition

The course covers the theory and practice of automatic speech recognition (ASR), with a focus on the statistical approaches that comprise the state of the art. The course introduces the overall framework for speech recognition, including speech signal analysis, acoustic modelling using hidden Markov models, language modelling and recognition search. Advanced topics covered will include speaker adaptation, robust speech recognition and speaker identification. The practical side of the course will involve the development of a speech recognition system using a speech recognition software toolkit.

Three credits; one-hour laboratory.

A pre requisite of AI 681 is required.

Credits: 3

Alternate Semesters

AI 687 AI and Machine Learning in Bioinformatics

The digital revolution has seen a dramatic increase in data collection in various disciplines of health

sciences. The challenge of big and wide data is especially pronounced in the biomedical space where, for example, whole genome sequencing technology enables researchers to interrogate all 3 billion base pairs of the human genome. With an expected 50% of the world's population likely to have been sequenced by 2025, the resulting datasets may surpass those generated in Astronomy, Twitter and YouTube combined. Machine Learning approaches are hence necessary to gain insights from these enormous and highly complex modern datasets enabling the training of very sophisticated Machine Learning models under the context of Artificial intelligence.

The course addresses various topics of Machine Learning approaches that have been applied under the genomic revolution. Emphasis are placed on Machine Learning algorithms to recognize patterns in DNA sequences such as pinpointing the locations of transcription start sites (TSSs), identifying the importance of junk DNA in the genome and identifying untranslated regions (UTRs), introns and exons in eukaryotic chromosomes. The input data can include the genomic sequence, gene expression profiles across various experimental conditions or phenotypes, protein-protein interaction data, synthetic lethality data, open chromatin data, and ChIP-seq data.

Three credits; one-hour laboratory.

Prerequisites: AI 681

A pre requisite of AI 681 is required.

Credits: 3

Every Spring

AI 688 Image and Vision Computing

The course addresses the analysis of images and video in order to recognize, reconstruct and model objects in the three-dimensional world. Emphasis is placed on studying the geometry of image formation; basic concepts in image processing such as smoothing, edge and feature detection, color, and texture; motion estimation; segmentation; stereo vision; 3-D modeling; and statistical recognition.

Three credits; one-hour laboratory.

A pre requisite of AI 681 is required.

Credits: 3

Every Spring

AI 689 Computational Neuroscience, Cognition and Artificial Intelligence

The course addresses foundational tools that connect cognitive science and computational neuroscience with artificial intelligence. Emphasis are placed on computational models that mimic brain information processing during perceptual, cognitive and control tasks tested with brain and behavioral data. Computational approaches to understanding cognitive processes, using massively parallel networks are studied. Biologically-inspired learning rules for connectionist networks and their application in connectionist models of perception, memory and language are discussed.

Three credits; one-hour laboratory.
A pre requisite of AI 681 is required.
Credits: 3
Every Fall

AI 698 Thesis I

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

AI 699 Thesis 2

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

AI 700 Applicable Deep Learning

Deep Learning is one of the most highly sought-after skills in AI. In this course, you will learn the foundations of Deep Learning, understand how to build neural networks, and learn how to lead successful machine learning projects. You will learn about Convolutional networks, RNNs, LSTM, Adam, Dropout, BatchNorm, Xavier/He initialization, and more.

Deep learning algorithms extract layered high-level representations of data in a way that maximizes performance on a given task. For example, asked to recognize faces, a deep neural network may learn to represent image pixels first with edges, followed by larger shapes, then parts of the face like eyes and ears, and, finally, individual face identities. Deep learning is behind many recent advances in AI, including Siri's speech recognition, Facebook's tag suggestions and self-driving cars.

You will work on case studies from healthcare, autonomous driving, sign language reading, music generation, and natural language processing. You will master not only the theory, but also see how it is applied in industry. You will practice all these ideas in Python and in TensorFlow. After this course, you will likely find creative ways to apply it to your work. This course culminates in a capstone project.

Three credits; one-hour laboratory.
Prerequisite: AI 681
A pre requisite of AI 681 is required.
Credits: 3
Alternate Semesters

AI 701 Intelligent Autonomous Robotics

This course covers basic topics in autonomous robotics/systems. Intelligent autonomous robots and systems can sense their environment, make decisions on how to act based on the sensations, and execute these actions without human aid or intervention. The main focus of the course is on designing and building robotic systems that navigate independently in complex environments. It is a programming intensive course which requires

team work and collaboration, the use of the robotic hardware interface and the implementation of several algorithms to address key areas for effective sensor processing, vision processing, and autonomous decision making in a physical setting or a 3D simulated environment.
Three credits; one-hour laboratory.
A pre requisite of AI 688 and AI 700 is required.
Credits: 3
Alternate Semesters

AI 790 Special Topics in Artificial Intelligence I

A course for presenting timely advanced topics in Artificial Intelligence, including research topics. Topics may vary from year to year according to the interest of faculty and students. The course contents and objectives are aligned with the overall program learning goals. The course requires formal submission of the course topic and a detailed syllabus for department and faculty reviews and approvals.
Three credits; one-hour laboratory.
A pre requisite of AI 680 and AI 681 is required.
Credits: 3
On Occasion

AI 791 Special Topics in AI: 2

A course for presenting timely advanced topics in Artificial Intelligence, including research topics. Topics may vary from year to year according to the interest of faculty and students. The course contents and objectives are aligned with the overall program learning goals. The course requires formal submission of the course topic and a detailed syllabus for department and faculty reviews and approvals.
Three credits; one-hour laboratory.
A pre requisite of AI 680 and AI 681 is required.
Credits: 3
On Occasion

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

On Demand

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

Alternate Spring

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 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 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 CLINDA.

The pre-requisites of CS 631 and CS 641 are 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 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.

Pre-requisites: GBA 517 and MBA 621

Credits: 3

Every 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 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 Spring

Data Analytic Course**DA 525 Business Statistics**

This 3-credit course introduces fundamental statistical concepts and techniques used in business decision-making. Problems from the functional business areas of accounting, finance, marketing, management, and operations are used to illustrate how probabilistic and statistical thinking and analysis can enhance the quality of decision-making.

Co requisite: DA 610

Credits: 3

Every Fall and Summer

DA 530 Introduction to Data Science with R and Python

This 3-credit core required course provides a comprehensive introduction to the principles of data science that underlie the data mining algorithms, data-driving decision-making processes, and data-analytic thinking. Topics include learning commands, arithmetic operators, logical operators, and functions in the analytical languages, writing scripts, performing descriptive analytics, creating analytical graphs, and working and manipulating data sets using R or Python. The co-/pre-requisite of taking this course is a graduate-level business statistics course.

Credits: 3

Every Fall

DA 610 Database Management and Data Mining

This 3-credit core required course provides a comprehensive introduction to the principles and tools for managing and mining data, covering database management, data retrieval, data preprocessing, data analysis and mining. The students will learn web development, enterprise database management, data visualization, and representative data mining algorithms. By the end of the course, the students will have mastered the essential skills and tools to approach problems data-analytically and mine data to discover knowledge

and pattern

A co requisite of DA 530 is required.

Credits: 3

Every Fall

DA 620 Data-Driven Decision-Making and Business Intelligence

This 3-credit core required course introduces management concepts of data asset in a business context and examines how data analysis technologies can be used to improve decision-making and inform those at the senior management level. Students will understand how increasingly standardized data, access to third-party data sets, cheap, fast computing, and easier-to-use software are collectively enabling a new age of data-driven, fact-based decision making. Students will also learn why transactional database can't always be queried and what needs to be done to facilitate effective data use for analytics and business intelligence. Business intelligence tools will also be introduced and cases will be discussed on how business organizations achieve competitive advantages through the valuable, unique, imitation-resistant, and non-substitutable data asset. The emphasis of the course is on application and interpretation of data analytics results for making real-life decisions in terms of business policy and competitive strategy. Topics also include value chain model, strategic positioning, competitive forces model, disruptive innovation, sharing economy, and network-based platform economy.

Credits: 3

Every Fall

DA 621 Introduction to Fintech

This course aims to provide basic knowledge and skills in Fintech via a comprehensive introduction. Students should be able to conduct Fintech problem-solving professionally and present their results to peers after taking this class. The major topics to be covered include classic models in Fintech, financial data acquisition, mining, and visualization; Machine learning in finance, credit risk analytics, high-frequency trading (HFT) analytics, and applications of blockchain in finance. It is recommended that students have a python or R programming background for this class.

Pre or Co requisite: MDA 630 and MDA 610

Credits: 3

Every Spring

DA 625 Time Series Modeling and Forecasting

Time Series Forecasting is used by public and private companies that take decisions in a data-driven way. Forecasting is an important technique for efficient planning. These techniques should be in the toolbox of an aspiring data scientist. In this course, a student will learn the theory and the implementation of time series forecasting models using a programming language. This course will not only equip the student with statistical forecasting theories, but also with the subset of machine learning techniques used in this field. This course

brings forecasting theories to practice. After completing this course, students will be able to tackle planning and forecasting problems using time series modeling.

Credits: 3

Alternate Semesters

DA 710 Big Data Analytics and Machine Learning

This 3-credit core required course introduces database query languages including traditional SQL and new NoSQL, batch data analysis, Hadoop Map Reduce technology, real-time data analysis, content analysis, clustering, sentiment analysis, text classification and mining, web crawling and analytics, social network analytics, mobile analytics, A/B testing, and massive data mining. The last part of the course introduces the concepts of machine learning, pattern recognition, graphical, visual and speech learning, and artificial intelligence. Topics include supervised learning, unsupervised learning, deep learning, reinforcement learning, and neural networks.

Pre requisites: DA 530 and DA 610

Credits: 3

Every Spring

DA 720 Applied Data Analytics in Business

This 3-credit core elective course is delivered in a seminar format in three sections for students to choose: Accounting and Finance Analytics, Business and Marketing Analytics, and AI and Analytical Technology. Industry practitioners in data science fields and faculty members in different departments across the College of Management will come to the classroom and give lectures and speeches on how to conduct data analytics in various business fields.

Pre requisites: DA 530 and DA 610

Credits: 3

Every Spring

DA 730 Data Privacy and Regulatory Compliance

This 3-credit core required course surveys the domestic and international development of data security and privacy law and regulation in response to the growing sense of urgency around data breach and analytics ethics. The course also addresses the way in which law, legal and regulatory institutions, and private sectors govern and control the flow of data and information. Topics also include analytics ethics, oversight for algorithms, digital profiling, free speech, open government, search, cloud storage, cybersecurity, and data communications.

A pre requisite of DA 620 is required

Credits: 3

Every Spring

DA 821 Global Capstone Action Learning Leadership

This is a career-oriented capstone course that provides students in the latter part of the program synthesizing, practical, in-depth field experience to work with any business organizations on a real-life data analytics project based upon a learning contract approved by both the program director

and the mentor in the hosting or sponsor firm either in the United States or abroad. The student must secure a faculty member who is available and agrees to supervise his or her internship.

Internship placement will give priority to locations outside the United States for domestic students.

Each internship requires at least one month or 100 hours under supervision of a data analytics practitioner on site. At the end of the internship students will prepare a substantial Master's Capstone Project Report concerning their experience, and give presentation to the faculty of College of Management and invited executives and program sponsors. Students should have completed all required core courses and most electives before enrolling in the course.

Pre requisites: DA 530, 610, and 620

Co requisites: DA 710, 720 and 730

Credits: 3

Every Fall and Summer

DEPARTMENT OF PUBLIC ADMINISTRATION

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 in Public Administration and the Master of Public Administration in Health Administration.

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
- 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 42-credit, N.A.S.P.A.A.-accredited Master of Public Administration in 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 15 credits of public service sector foundations and skills, followed by 9 credits of focused management topics including human resources, budgeting and financial management, and 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 coursework is completed.

M.P.A. Public Administration

[Program Code: 81214] {HEGIS: 2102.0}

M.P.A. (PAD) Foundation: 15 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	505	Analytic Methods	3.00
MPA	507	Public Policy Processes	3.00

M.P.A. (PAD) Advanced Core: 9 Credits

MPA	602	Human Resource Management	3.00
MPA	603	Fundamentals of Public Budgeting and Financial Management	3.00
MPA	604	Administrative Responsibility and Accountability	3.00

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: 42

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. "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 42-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 15 credits of public service sector foundations and skills, followed by 9 credits of focused management topics including human resources, budgeting and financial management, and 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 coursework is completed.

M.P.A. Health Administration

[Program Code: 86461] {HEGIS: 1202.0}

M.P.A. (HAD) Foundation: 15 Credits

MPA	501	Principles of Administration	3.00
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MPA	502	Organizational Theory and Behavior	3.00
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MPA	503	Government and the Economy	3.00
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MPA	505	Analytic Methods	3.00
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MPA	507	Public Policy Processes	3.00
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M.P.A. (HAD) Advanced Core: 9 Credits

MPA	602	Human Resource Management	3.00
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MPA	613	Health Systems Finance	3.00
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MPA	614	Healthcare Responsibility and Accountability for Administrators	3.00
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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
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MPA	799	Capstone Project	3.00
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Credit and GPA Requirements

Minimum Credits: 42

Minimum Major GPA: 3.00

Public Administration Courses

MPA 501 Principles of Administration

An introduction to public administration, introducing the values, principles and foundation of public administration as a field of study. The course covers basic understanding and application of administrative concepts and political processes that govern the context of public, health, and non-profit organizations in a democratic society.

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. The course discusses the environment, leadership, structure, networks, and 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 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

On Occasion

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 organizations 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

On Occasion

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

On Occasion

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 course 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's advocacy responsibilities and opportunities and ethical issues are examined and discussed in detail. *The pre-requisite of MPA 624 is required.*

Credits: 3

On Occasion

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.

Pre requisites:
MPA 501, 502, 503, 505, 507, 602
MPA 603 or 613
MPA 604 or 614

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.

Pre requisites:
MPA 501, 502, 503, 505, 507, 602
MPA 603 or 613
MPA 604 or 614

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 Summer

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
Alternate 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
Alternate 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

An introduction to organizational development (OD), which is the ability of organizations, large or small, to effectively, economically, and strategically make changes to improve their human capital and the overall organization. The course explores the history of OD, major trends facing the field, and ethical and professional issues while illustrating how the OD practitioner analyzes issues, gathers data, develops intervention processes and techniques, confirms a diagnosis, and implements recommended changes.

Pre-requisite of GBA 512 or MBA 613 are required.
Credits: 3
Cross-Listings: HRM 724, MAN 724, PM 711
On Occasion

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
On Occasion

PM 714 Policy Analysis and Program Evaluation

This course provides students with a basic understanding of needs assessment, policy analysis and program evaluation. Applying tools used in the analysis of needs assessment will also be practiced. Through 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 to and 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 Spring

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 Controllership

An examination of the practice of controllership 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 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

On Occasion

PM 728 Managing Human Behavior in Public Organizations

The course examines current theories and research concerning human relations in organizations. It explains the major theories of human relations and behaviors and the application of psychology to management in the public sector. Focus on understanding self and others, the role of perception and personality, leadership versus management, effective group/team collaborations, and 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 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 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 770 International Economics

This course provides a unified introduction to international trade and finance. It first focuses on the concept of comparative advantages, examining 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

Rotating Basis

PM 772 International Economic Relations

This course examines international economic relations, focusing on the emergence and evolution of regional economic integration and the interaction of different free-trade areas, common markets, and economic unions in the context of an increasingly globalized world economy. The course also discusses the role of international economic organizations, like the WTO, the World Bank or the IMF, and a variety of bilateral and multilateral economic, environmental, and defense agreements, in managing globalization and shaping the world economic order.

Credits: 3

Cross-Listings: ECO 661, PM 772

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

Rotating Basis

SCHOOL OF EDUCATION

LIU Brooklyn's School of Education prepares teachers, 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 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); we are now a member of the Association for Advancing Quality in Educator Preparation (AAQEP).

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 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 or visit the website at www.liu.edu/brooklyn/soe.

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 ethnolinguistic 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 the 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 the descriptive inquiry of teaching and professional practice.

LIU Brooklyn educators value being active inquirers, curious about social and natural phenomena, able to imagine and 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 a community is shaped. We use our collective inquiry to shape a 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 their 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 the 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 an 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 the 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

Family University (FUN) After School Program

The Family University (FUN) After School Program for the children of LIU Brooklyn students 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.

Academic Support

The School of Education offers academic support to help students prepare for teacher certification exams and writing tutoring.

Teacher Resource Center

The Teacher Resource Center (TRC) provides

the resources and workshops to help new and experienced teachers feel more successful in their classrooms. Materials are available to instructors as well.

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 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 to get beyond convention and create new possibilities for teaching and serving children, families, and communities. 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

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 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 on a rolling admissions basis. However, as the counseling programs interview students as part of the selection process, it is recommended that application materials are submitted as early as possible to permit time for review and scheduling of interviews.

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 studies. 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 the 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

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 about their individual, relational, educational, and vocational experiences that have contributed to their desire to pursue graduate study in counseling and questions about their educational and career goals.
- Applicants are provided with clinical vignettes and asked questions about 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.

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 an indication in the personal statement

of how the applicant responded to the direction provided by the faculty when not previously accepted to the program.

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 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 the 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 with 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 a 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.

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.

M.S.Ed. 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 coursework:

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] {HEGIS: 0826.01}

The following courses are required:

Developmental Sequence - 6 credits

CSP	633	Developmental Psychology	3.00
TAL/ CSP	xxx	TAL graduate-level elective OR CSP 825 Maintenance of Client Records in Behavioral Analytic Practice	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	799/801	Individual and Group Counseling Practices in School Settings OR Behavior Therapy and Autism Spectrum Disorder	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 27-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 competencies 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. This program satisfies the educational requirements for licensure as a behavior analyst in New York.

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 healthcare 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 the 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 healthcare settings.

Advanced Certificate, Applied Behavior Analysis*[Program Code 36570] {HEGIS: 2099.0}***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
CSP	825	Maintenance of Client Records in Behavior Analytic Practice	3.00

Credit and GPA Requirements

Minimum Total Credits: 27 Credits

Minimum GPA: 3.0

Counseling and School Psychology Courses

CSP 50 Professional Writing Lab

This course provides an overview of writing instruction specific to skills required within the fields of counseling and school psychology, with application to related health and human services fields. Instruction is offered in writing basics and specific areas of relevance to graduate-level work and professional practice. The course provides grammatical and syntactical instruction and a review of writing mechanics. Topics include, but are not limited to process notes, assessment reports, reflective writing, and instruction in the American Psychological Association (APA) writing style for research and general written assignments.

Credits: 0

Every Fall and Spring

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 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 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 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 661A School Counseling Practicum

Students work 100 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 100 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 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 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 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 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 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 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 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 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 825 Maintenance of Client Records in Behavior Analytic Practice

This course will review how licensed behavior analysts should develop and maintain records in their practice with clients with Autism, Autism Spectrum Disorders (ASD) and Related Disorders. This course will cover the meaning of these records and the various parts of the record that must be maintained for each client, as well as corollary materials. Federal and state laws and regulations that affect records and their maintenance will be addressed, including the Family Education Rights and Privacy Act (FERPA), the Health Insurance Portability and Accountability Act (HIPAA); New York State laws, rules and regulations pertaining to licensed behavior analysis; New York State law in relation to HIPAA, Section 18 of the Public Health Law and patient access to records in New York State. Finally, the course will review the regulations of state agencies that determine the types of records that need to be kept as well as how they must be kept, such as those of the Office for People with Developmental Disabilities (OPWDD), the Department of Health (re: early intervention), the Office of Children and Family Services (OCFS), the Office of Mental Health (OMH), and the State Education Department (SED).

The pre-requisite of CSP 655 is required.

Credits: 3

Annually

DEPARTMENT OF TEACHING, LEARNING AND LEADERSHIP

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 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 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)

Students who do not have prior teaching certification are 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 School of Education personnel 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, a 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 TAL 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 required New York State Teacher Certification Examinations (NYSTCE)
- 3.0 GPA

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 NYSTCE
- Fulfill NYS general education and content area requirements
- Complete state-mandated training in (1) child abuse identification and reporting, (2) violence prevention, and (3) DASA.

Students who do not meet the criteria for graduation from the Certification Track will graduate from the Non-Certification Track.

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
- Be a U.S. citizen or sign a Declaration of Intent
- Pass the Content Specialty Test (CST) in the certification area
- Pass the Educating All Students (EAS) Test
- 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: Foundations 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 ensure that all criteria are met. In some cases, students who do not meet the criteria are permitted to progress to the next Tier on probation.

Teaching Certification Requirements

Requirements for teacher certification in New York include 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
- Teaching Urban Children with Disabilities

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) harassment, bullying and discrimination prevention and intervention.
3. Pass required tests of the NYSTCE.
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 to complete their application.

The following workshops are required for all programs leading to state certifications:

The Child Abuse Identification and Reporting Workshop is required for completion of the course ALCX 702.

The Violence Prevention and Intervention Workshop is required for completion of the course ALCX 703.

The Harassment, Bullying and Discrimination Prevention and Intervention Workshop is required for completion of the course ALCX 705.

EARLY CHILDHOOD AND CHILDHOOD EDUCATION

M.S.Ed. Early Childhood Education (Birth - Gr 2)

The 36-credit M.S.Ed. in Early Childhood 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 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.

M.S.Ed., Early Childhood Education (B-2) - 1st Initial Certification

[Program Code 32376] {HEGIS: 0802}

Non-credit pre-requirement determined by TAL Assessment

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 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
TAL	846	Family Literacy & Parental Collaboration (10 fieldwork hours)	3.00

TIER II: Observation and Description of 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

Tier III: Inquiry into 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 Education (B-2) - 2nd Initial Certification

All of the following courses must be completed.

TIER I: Diversity, Language, and Literacies in 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 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 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

M.S.Ed. Childhood Education (Grades 1-6)

The 42-credit M.S.Ed. in Childhood 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 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.

M.S.Ed. in Childhood Education (1-6) - 1st Initial Certification

[Program Code 24898] {HEGIS: 0802}

Non-credit pre-requirement determined by TAL Assessment

TAL	088	Textual Strategies for Educators	0.00
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All of the following courses must be completed. TIER I: Foundations (6 credits)

TAL	801	Issues in Urban Education	3.00
TAL	802	Language and Literacy	3.00

TIER II: Observation and Description of 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 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

M.S.Ed. Childhood/Early Childhood Education (Birth - Grade 6)

The 52-credit M.S.Ed. in Childhood/Early Childhood 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 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.

M.S.Ed., Childhood and Early Childhood Education (B-6) - 1st Initial Certification

[Program Code 24901] {HEGIS: 0802}

Non-credit pre-requirement determined by TAL Assessment

TAL	088	Textual Strategies for Educators	0.00
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All of the following courses are required.

TIER I: Foundations (9 credits)

TAL	801	Issues in Urban Education	3.00
TAL	802	Language and Literacy	3.00
TAL	803	Perspectives on Disability	3.00

TIER II: Observation and Description of Learners (12 credits)

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 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

Advanced Certificate, 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 Education (B-2)

[Program Code 24905] {HEGIS: 0823}

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

SPECIAL EDUCATION

M.S.Ed. Teaching Children with Disabilities (Grades 1-6)

The M.S.Ed. in Teaching 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 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. The M.S.Ed. in Teaching Children with Disabilities (Grades 1-6) is offered for students who already have certification in another area.

Optional extensions are available for students who wish to teach in middle schools (7 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.

M.S.Ed., Teaching Urban Children with Disabilities (1-6) - 1st Initial Certification

[Program Code 24909] {HEGIS: 0808}

Non-credit pre-requirement determined by TAL Assessment

TAL 088	Textual Strategies for Educators	0.00
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Must Complete All Courses:

TIER I: Foundations (6 credits)

TAL 801	Issues in Urban Education	3.00
TAL 803	Perspectives on Disability	3.00

TIER II Observation and Description of 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 Classrooms and Teaching Practices (12 credits)

TAL 852	Strategies for Teaching Learners with Diverse Needs: Childhood (10 Fieldwork hours)	3.00
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: 42 Credits
 Minimum GPA: 3.0

TESOL

M.S.Ed. 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 coursework 12 semester hours or the equivalent of the study of a language other than English. If this requirement is not met on admission to the program, it can be met concurrently with 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.

M.S.Ed., TESOL (*Teaching English to Speakers of Other Languages*) (K-12) - 1st Initial Certification

[Program Code 24874] [HEGIS: 1508]

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

The 13-16-credit Advanced Certificate in TESOL (Teaching English to Speakers of Other Languages) is designed for teachers who hold a valid New York State Classroom Teaching Certificate and who have completed 30 semester hours in a content core - a major or equivalent in one of the liberal arts and sciences content areas. Since there is considerable demand for certified ESOL teachers, particularly in the metropolitan New York area, to expertly address the needs of students of all ages and grades for whom English is a new language, the program prepares highly qualified teachers by implementing an educational philosophy of additive language learning and intertwining the teaching English and content-area knowledge. The program is grounded in the KEEPS mission of LIU Brooklyn's School of Education, which is to prepare teachers who are Knowledgeable, Enquiring, Empathy, Pluralistic and Socially committed.

In order to meet the New York State Education Department's licensing requirements, students must have taken as part of their general education coursework 12 semester hours or the equivalent of the study of a language other than English. If this requirement is not met on admission to the program, it can be met concurrently with the student's completing program requirements.

BILINGUAL EDUCATION

Advanced Certificate, 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 video conferencing.

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] [HEGIS: 0899]

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

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, video conferencing, 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 the 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 working 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 the next steps.

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 602 Understanding Urban Youth

During this first semester students will develop an orientation toward themselves and adolescents, their families and communities that assumes capacity. They will be placed in a Community-Based Organization (CBO) or another institution that serves youth, and a school where they will observe adolescents and the systemic conditions that frame their lives. The core learning activities will be based on descriptive reviews of students, funds of knowledge, inquiry into language and literacy, and community mapping. Students will assess how the intersection of race, socio-economic class, immigration status, gender, sexual orientation, linguistic orientation and ability influence and frame educational contexts, and adolescents' biases and assumptions. They will have opportunities to reflect on how knowledge is constructed and explore the role of the teacher as an intellectual and a change agent.

Credits: 6

Annually

TAL 680 Inclusive Pedagogy: Practicum I

Students will develop an orientation toward themselves and adolescents, their families and communities that assumes capacity. They will be placed in a Community-Based Organization (CBO) or another institution that serves youth, and a school where they will observe adolescents and the systemic conditions that frame their lives. The core learning activities will be based on descriptive reviews of students, funds of knowledge, inquiry into language and literacy, and community mapping. Students will assess how the intersection of race, socio-economic class, immigration status, gender, sexual orientation, linguistic orientation and ability influence and frame educational contexts, and adolescents' biases and assumptions. They will have opportunities to reflect on how knowledge is constructed and explore the role of the teacher as an intellectual and a change agent.

Credits: 9

Annually

TAL 690 Student Teaching in Physical Education

A student teaching semester that prepares reflective physical education teachers who work to create excellent physical activity environments in schools

for all 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-K through sixth grade setting, the other half in a grade 7 through 12 setting.

Credits: 3

Not Set

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 Partner Teachers 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 ISTART Student Group.

Credits: 3

Annually

TAL 805A Linguistics and the Structure of English for Teachers: ADV CRT

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. Ten hours of structured fieldwork required.

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.

A pre or co requisite of TAL 802 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 or co-requisite of TAL 801 is required or membership in NYC Teaching Fellows Student Group 1 or Group 2, or in the Partner Teachers Student 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 or co-requisite of TAL 801 is required or membership in NYC Teaching Fellows Student Group 1 or Group 2, or in the Partner Teachers Student 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.

A pre requisite of TAL 802 is required.

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.

A pre requisite of TAL 802 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 824 Inclusive Pedagogy: Practicum 2

Students will continue to learn and investigate how to plan for and teach STEM and Humanities in secondary classrooms. Practicum II is organized into three components: inclusive practices seminar, and two learning labs. Building on the content covered in Practicum 1, students will develop skills with an emphasis on teacher inquiry, collaboration, co-planning, co-teaching and creating culturally responsive, inclusive classroom communities. Lab 1 will focus on planning and teaching a unit in each content area (STEM and Humanities), while Lab 2 will introduce the edTPA requirements. In this first phase of the student teaching experience, students will be placed in an Integrated Co-teaching Classroom (ICT), where they will teach both STEM and Humanities content to students with and without disabilities, enabling them to be eligible for dual certification in special and general education.

Credits: 9
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.

A pre requisite of TAL 802 is required.

Credits: 3
Annually

TAL 825A First and Second Language Acquisition and Classroom Practice: ADV CRT

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. Fifteen hours of structured fieldwork required.

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.

A pre or co requisite of TAL 801 and 802 is required.

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.

A pre or co requisite of TAL 802 is required.

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.

A pre requisite of TAL 827 is required

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 of TAL 830 required or the student must be active in the NYC Teaching Fellows Student Group or Partner Teachers Student Group.

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 of TAL 830 required or the student must be active in the NYC Teaching Fellows Student Group or Partner Teachers Student Group.

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 of TAL 830 required or the student must be active in the NYC Teaching Fellows Student Group or Partner Teachers Student Group.

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 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.

A pre or co requisite of TAL 802 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.

A pre or co requisite of TAL 844 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 activities such as songs, language games, reading children's books; as well as materials on parenting, adult literacy and English as a Second Language. They will learn to partner with family members to create literacy activities in the home and access to literacy resources in the community. Ten hours of structured fieldwork required.

A pre requisite of TAL 802 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 or Partner Teachers 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.

A pre requisite of TAL 803 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.

A pre requisite of TAL 803 is required.

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 or Partner Teachers 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.

A pre requisite of TAL 802 is required.

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.

A pre or co requisite of TAL 828 is required.

Credits: 3

Annually

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.

A pre requisite of TAL 802 is required.

Credits: 3

Annually

TAL 875 Adolescent and Young Adult Basic Literacies

A course that addresses the language and literacy needs of adolescents and young adults with language based disabilities and who have had uneven or inadequate schooling. Students will learn how to analyze language and literacy strengths, develop materials, and design appropriate curricula to meet the literacy needs of adolescents and young adults. Out of school literacies, home literacies, youth literacies, and 21st century literacies will provide a foundation for understanding academic strengths and needs of all learners with specific attention paid to English language learners, speakers of a second dialect, and those with learning difficulties. Students will become familiar with reading materials, dynamic assessment materials, instructional materials, intervention programs, and other educational resources for this content.

A pre requisite of TAL 802 and 803 is required.

Credits: 3

Annually

A pre requisite of TAL 802 and 803 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. 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.

The pre-requisite of TAL 830 and thirty hours of structured fieldwork are required or membership in NYC Teaching Fellows Student Group or Partner Teachers Student Group.

The pre-requisite of TAL 830 required or the student must be active in the NYC Teaching Fellows Student Group or Partner Teachers Student Group.

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 and 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.

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 Partner Teachers Group.

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 Partner Teachers Group.

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 Partner Teachers Group.

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 Partner Teachers Group.

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 Partner Teachers Group.

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 Partner Teachers Group.

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 Partner Teachers Group.

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 Partner Teachers Group.

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 889 Student Teaching and Capstone Seminar

Students 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 will participate in all aspects of teaching, including planning, implementation, and assessment of curriculum, instruction, and student learning outcomes. Through both student teaching experiences and seminar, students will critically examine how they construct knowledge about themselves and their teaching, and their adolescent students, their communities and the organizations that serve them. In particular, students will reflect on their role as inclusive, inquiry-based, knowledgeable and pluralistic educators who advocate for students and their families. Students will prepare and submit a comprehensive digital portfolio that demonstrates their work in the program and the attainment of the KEEPS Claims along with the edTPA.

The pre-requisites of TAL 824 is required with a minimum GPA of 2.50 is required.

Credits: 9
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.

Prerequisites: TAL 880 and the pre or co requisite from one of the following courses is required; TAL 881A, 881B, 882A, 883A, 884A, 884B, 884F, 885A, 885B, 885F or 890.

OR

For Chancellor Fellows or Partner Teachers as co requisite of TAL 885F

Credits: 3

Every Fall, Spring and Summer

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.

A pre or co requisite of TAL 868 and TAL 880 is required.

Credits: 3

Annually

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 a variety of health professions, including athletic training; communication sciences and disorders; exercise science; fitness, wellness, and urban physical education; occupational therapy; physical therapy; physician assistant studies; public health; and social work. The rich health professions education environment at the LIU-Brooklyn Campus allows our programs to introduce students to interprofessional education and practice.

The programs span 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 is expected to 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 contributes greatly to their students' learning experiences and their own professional growth.

The School of Health Professions offers a three year, post-baccalaureate Doctor of Physical Therapy (DPT) degree; a BS/MS dual-degree program in Occupational Therapy; MS degree options in Physician Assistant Studies, Speech-Language Pathology, and Exercise Science; the Master of Social Work (MSW); and a Master of Public Health (MPH) degree with a concentration in Health Education, Advocacy and Communications. The MS degree in Exercise Science includes the following tracks:

- 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, or visit the website at www.liu.edu/brooklyn/shp.

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 (e.g., a state licensing board) to issue the credential or license to practice. Prospective students are strongly encouraged to contact the pertinent state licensing boards to inquire whether a criminal record, including driving offenses, would preclude the individual from eligibility to obtain a license/certification.

DIVISION OF HEALTH AND EXERCISE SCIENCE

The Division of Health and Exercise Science offers a variety of undergraduate and graduate programs for students who wish to embark on or advance their careers in the health professions. Our division offers a Master of Science degree program in Exercise Science, with specialization tracks in Exercise Physiology and Sports Nutrition, Strength and Conditioning and Sports Nutrition, and Fitness for Special Populations.

Our programs are complemented by excellent opportunities for hands-on experiences and 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, our off-campus ties include 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, and sports performance.

M.S. Exercise Science

The Masters of Science in Exercise Science offers a comprehensive educational experience including lectures and laboratories on theory and applications of advanced exercise physiology concepts. Specific tracks serve to position graduates and career professionals in an ever-changing health care environment. The program is designed to enhance students' marketability by combining exercise science and 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 that may lead to professional certifications from nationally recognized organizations such as NASM, ACSM and NSCA. In addition, an active research laboratory allows students the opportunity to pursue their own data collection or get involved as volunteer or graduate assistants. 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 tracks 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)
- Must have a bachelor's degree from an accredited college

Students must maintain at least a 3.0 grade point average for graduation.

M.S., Exercise Science

[Program Code: 06922] (HEGIS: 1201)

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 650	Cardiopulmonary Health and Disease	3.00
EXS 502	Inclusive Fitness Certification	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 I	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 II	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	Sport/Specific Training & Conditioning	3.00
EXS 591	Business/Entrepreneurship in Exercise Science	3.00
EXS 650	Cardiopulmonary 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 Physiologist 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, Theory and Practice	3.00
EXS 567	Advanced Skills and Applied Sports Psychology	3.00
EXS 720	Neuroscience and Exercise	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 566	PEAK Sports Psychology Seminar I	3.00
EXS 701	PEAK Sport Psychology Seminar II	3.00
EXS 555	Nutrition and Weight Management	3.00
EXS 556	Vitamins, Minerals and Phytonutrients	3.00
EXS 594	Athletic Performance and Conditioning Post-Injury	3.00
EXS 504	Adaptive Sports and Athletes with Disabilities	3.00
EXS 578	Psychology of Women in Sport and Physical Activity	3.00
EXS 641	Optimizing Human Performance: Dr. Edyth Heus Approach	3.00
EXS 509	Physical Activity in Public Health	3.00
EXS 652	Overview of Diagnostic Testing	3.00
EXS 531	Adapted Physical Ed for Individuals with Autism	3.00

Minimum Major GPA: 3.0

Credit and GPA Requirements

Minimum Total Credits: 36

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 504 Adaptive Sports and Athletes with

Disabilities

Sport has become a viable option for individuals with physical, mental and sensory disabilities. This course is focused on providing professionals in the field of exercise and sport science with the knowledge about sport and disability and its unique challenges. Students will learn about the history and future direction of disability sport, different sport organizations and opportunities, sport rules and classifications, modifications, adapted equipment and current issues. In addition, students will learn how to design safe and effective conditioning programs that will optimally prepare an athlete with a disability for competition in a specific sport. Demonstration and hands-on experiences will be emphasized.

Credits: 3

On Occasion

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 521 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. Offered with SPS 151. Students will be required to complete additional skill sheets as part of the EXS section.

Credits: 3

Every Fall

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 531 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 student 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. 100 hours required at assigned clinical sites along with required class meetings.

Credits: 3

Every Fall

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, Fitness for Special Populations or Applied Sport and Exercise Psychology.

The pre-requisite of EXS 501 is required.

Credits: 3

Every Semester

EXS 539 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. Offered with SPS 189; additional requirements for EXS section.

Credits: 3

On Demand

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 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 course explores the various and intricate issues involved in weight management, from dietary, hormonal and environmental factors that influence weight gain/loss, to the manipulation of nutritional strategies employed in eliciting weight changes. The course provides students with an in-depth understanding of health issues associated with being overweight, obese or underweight and examines different approaches - both clinical and dietary, in managing weight, and the role of physical activity in the process. Students will learn how to perform an assessment of a client with regard to weight management, and decide which nutritional strategy to employ based on a client's weight goals (loss or gain) and lifestyle considerations. Different nutritional strategies will be explored including weight management for athletes, sedentary adults, children and individuals with specific health considerations. Students will learn about accepted parameters of health weight loss, healthy weight gain, and how to calculate these parameters to lose body fat and gain lean muscle in a healthy time frame. Additionally, students will investigate the role of nutrition in preventing chronic diseases associated with obesity, and gain experience in performing a client assessment and developing an appropriate weight management intervention program.

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, Theory and Practice

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 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 578 Psychology of Women's Health and Physical Activity

The Psychology of Women's Health 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 590 Functional Movement, Assessment, and Program Design

This course will help students identify muscular imbalances and determine deficits that may be overlooked during a traditional performance evaluation. Students will become proficient in the functional movement screen and be able to pinpoint functional deficits related to proprioceptive, mobility and stability weaknesses. Students will learn exercise progressions to correct muscular imbalances and incorporate them into a complete functional training program.

The pre-requisite of EXS 507 is required.

Credits: 3

On Occasion

EXS 591 Business/Entrepreneurship in Exercise Science

In this course students will actively participate in the development of their personal brand in the field of Exercise Science. Students will learn how to build their own business in their preferred area(s) of exercise science, given that it is scalable and repeatable. The course will be detail-oriented, focusing on proactive strategy for every aspect of a potential business in which the student is the owner, with tangible outcomes for students.

Business models will be presented in such areas of exercise science as Clinical Exercise Physiology, Advanced Personal Training, Facility Management, Fitness Technology, Nutrition and Supplementation, Academia and other ancillary Fitness Businesses.

Credits: 3

On Occasion

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 594 Athletic Performance and Conditioning Post Injury

This course will discuss transitioning the recovered injured athlete to working with the Strength & Conditioning Professional. Topics will include post neck/head, shoulder, elbow, wrist, hand and knee injuries. Students will also learn how to consider such factors as recovering from surgical procedures, types and severities of prior injuries, phases of rehabilitation and determining current guidelines for clearance to participate in their sports.

The course will further explore the role of the strength and conditioning professional to utilize their screening techniques, design the proper conditioning program based on their sport, develop a timeline to performance, and implement various training approaches to further enhance strength, power, and performance.

Credits: 3

Every Fall

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 Advanced Exercise Prescription and Program Design

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 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 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 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 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 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 COMMUNICATION SCIENCES AND DISORDERS

M.S. 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)

- Official transcripts from all universities attended
- A brief personal statement describing their interest in the field, LIU Brooklyn, and career goals
- GRE required
- Interview is required
- Applicants whose undergraduate, graduate, or prerequisite coursework was completed in an institution where English was not the principal language of instruction must present scores for the Test of English as a Foreign Language (TOEFL)
- 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.

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 (7-8 semesters including 2 summers). 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 written research thesis in which the summative requirement is a formal defense in front of a thesis committee.

Both options are subject to the rules of the departmental Graduate Program Committees.

Curriculum

The programs in Speech-Language Pathology consist of required course work from the following categories: Professional Foundations, Speech Disorders, Language Disorders, and Practica. Most course work is infused with multilingual/multicultural content. Students must meet both the CSD department grade requirements and the minimum competency standards outlined by both the CAA & ASHA within each course to complete the degree.

Students must complete all undergraduate pre-requisites by the end of their first year of graduate coursework.

Foundation Courses

Students must receive a grade of B- or above in each Foundation course. Students are permitted to retake a maximum of two Foundation courses to remediate grades of C+ or below in the next semester the course is offered. Foundation courses may be retaken only one time.

Advanced / Higher Level Courses (Including Clinical Practicum Coursework)

Students must receive a grade of B- or above in each Advanced / Higher Level course (including clinical practicum coursework). Students are permitted to retake a maximum of two advanced courses (including clinical practicums) to remediate grades of C+ or below in the next semester the course is offered. Advanced courses and clinical practicums may be retaken only one time.

Clinical Practicum

All students are required to complete a minimum of 400 competent clock hours of clinical practicum. Up to 25 hours of undergraduate practicum and 25 hours of observation may be credited toward clinical practicum requirements with proper documentation. Clinical practica are completed in several locations: on campus in the university clinic, at the university satellite centers, at off-campus medical / adult care settings, and in school settings. Clinical practicum requirements, facilities, and regulations are described in detail in the Clinic Procedures Manual. Students are provided with the Clinic Procedures Manual upon entering SLP 610A. Students are advised that the specific hourly requirements listed here and by ASHA constitute minimum requirements and may be adjusted upward according to individual student needs and skill levels.

Students can only begin their clinical practicum coursework after they complete all of their foundation coursework and successfully take and pass the Foundations Exam, a required formative assessment following completion of all Foundation coursework including SLP 605 and SLP 640. Students must resolve all grades of INC and/or remediation plans before starting the clinical practicum sequence. Students must have an overall GPA of 3.0 or higher to start the clinical practicum sequence. Clinic eligibility requires department and Clinical Director approval.

Please Note:

1. Students are not permitted to retake any foundation or advanced level coursework (including clinical practicum courses) a third time.
2. Any student who is required to repeat a course will be required to modify their program plan to include at least 1 additional semester (minimum) to complete the program.
3. Faculty reserve the right to require remediation work without retaking a course regardless of the grade received to ensure each student has met course competencies in full.

Grading Policy

The university grading policy involves a plus and minus grading system (A, A-, B+, B, B-, C+, C, F).

Academic Probation & CSD Dismissal Policy

Students must maintain an overall GPA of 3.0 to continue in the program throughout their academic careers. Students are placed on Academic Probation when they fail to maintain a minimum GPA of 3.0 within a term and/or are required to repeat coursework.

Students will receive a letter of dismissal from the program if:

1. The student receives a grade of C+ or below after retaking a course.
2. The student receives a grade of C+ or below in a third foundation course or third advanced course.
3. The student is unable to maintain a cumulative or term GPA of 3.0 or higher for more than 1 semester.
4. The student is unable to successfully pass the foundations exam.
5. The student is unable to successfully pass the comprehensive exam.
6. The student does not adhere to the ASHA Code of Ethics
7. The student is unable to demonstrate academic integrity and adhere to the Student Code of Ethics as per university policy.

Formative Assessment

Students are required to take and pass a formative assessment exam (Foundations Exam) following successful completion of the Foundation coursework, including SLP 605 and SLP 640. The Foundations Exam is comprehensive, integrating all didactic and practical information learned in the foundations' coursework. Students are eligible to retake the exam once (the following semester it is offered) after completing advised remediation work. Students who fail the exam twice are dismissed from the program.

Summary of Master's Degree Graduation Requirements

Students may opt to complete either the Comprehensive Examination Option or the Research Option (as partial fulfillment of the M.S in Speech-Language Pathology):

Comprehensive Examination Option

Students take a comprehensive examination as part of the program and degree requirements. Students are eligible to take the comprehensive exam during their last semester in the program. The comprehensive examination consists of questions about content from foundations and higher-level courses. Students who fail the exam must be counseled by the department chairperson, directed toward remedial instruction, and should retake the exam. Students may take the examination a maximum of four times.

Research Option

The research option requires a student to conduct empirical research on a topic relevant to communication sciences and disorders or

dysphagia. Completion of the requirements here listed is instead 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.

MS Speech-Language Pathology

{Program Code: 20057} {HEGIS: 1220}

The following six Foundation courses are required (22 credits):

SLP	601	Introduction to Research in Speech-Language Pathology	3.00
SLP	602	Advanced Language Acquisition	3.00
SLP	603	Bilingual/Multicultural Foundations I	3.00
SLP	605	Diagnostic Process	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
SLP	640	Language Disorders in Children	3.00

The following fourteen Higher Level courses are required (34 credits):

SLP	604	Bilingual/Multicultural Foundations II	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	639	Praxis Examination Preparation	1.00
SLP	641	Aphasia and Adult Neurogenic Disorders	3.00

SLP	642	Speech-Language-Hearing Services in Schools for Language-Learning Disabilities	3.00
SLP	644	Speech-Language-Hearing Services in Multicultural/Multilingual School Settings	3.00

The following six Practicum courses are required (8 credits):

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	611A	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 or 614B	Diagnostic Practicum: Children or Diagnostic Practicum: Adults	1.00
SLP	615A	Audiology Practicum	1.00

Credit and GPA Requirements

Minimum Credits: 64
Minimum Major GPA: 3.0

Student Committees

Student Advisory 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.

Clinical Practicum Committee Student Representative

The CPC reviews clinical policies and procedures. The faculty will select a graduate student to be invited to CPC meetings to provide feedback to the CPC regarding clinical issues. The student must be in good academic standing to serve on the committee.

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 language development in typically achieving children, focusing on syntactic, semantic and pragmatic abilities of children in relationship to their developing sensorimotor, perceptual, social-emotional and cognitive systems. Normal variations in language acquisition and development are viewed from a cross-cultural perspective.

Credits: 3

Every Fall and Spring

SLP 603 Bilingual/Multicultural Foundations I

Course Description: The course will examine language variation in the United States. Students and faculty will examine their own cultural, ethnic, language backgrounds, values, and beliefs about individuals perceived as linguistically and culturally different. Students 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 students will examine dialects in the Northeast and the South including African American. This course will provide students with research on language and narrative skills among African American children

Credits: 3

Every Fall and Spring

SLP 604 Bilingual/Multicultural Foundations II

This course provides an overview of the diverse cultural/linguistic groups in the United States with reference to how cultural and linguistic variations impact the assessment and treatment of communication disorders and the role of culture on specific speech and language disorders. Simultaneous and sequential bilingual language development are examined. The distinction between Basic Interpersonal Communication Skills; and Cognitive Academic Language Proficiency and implications for performance in school settings is explored. 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 or permission of Department Chair and Program Director.

Credits: 3

Every Fall and Spring

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, the co-requisite of SLP 605 is required or Department Chair and Program Director permission.

Credits: 3

Every Fall and Spring

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, 605, 606, 608, 620, 640 and a passing score on Foundations Exam are required.

Credits: 3

Every Fall and Spring

SLP 610A Clinical Practicum: Intro to Treatment of Speech-Language and Hearing Disorders

An introduction to evidence based clinical practice, and the remediation of speech-language and communication disorders. Students participate in the supervised treatment of speech, language, hearing and swallowing disorders in children and adults while obtaining required clinical hours throughout the semester. 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, 605, 606, 608, 620, 640 and a passing score on the Foundations Exam are required. Department Chair and Clinic Director permission required.

Credits: 2

Every Fall, Spring and Summer

SLP 610B Clinical Practicum: Intro to Treatment of Speech-Language and Hearing Disorders

An introduction to evidence based clinical practice, and the remediation of speech-language and communication disorders. Students participate in the supervised treatment of speech, language, hearing and swallowing disorders in children and adults while obtaining required clinical hours throughout the semester. 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, 605, 606, 608, 620, 640 and a passing score on the Foundations Exam are required. Student must have received a grade of B- or above in SLP 610A. Clinic Director permission required.

Credits: 2

Every Fall, Spring and Summer

SLP 610C Clinical Practicum: Intro to Treatment of Speech-Language and Hearing Disorders

An introduction to evidence based clinical practice, and the 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, 605, 606, 608, 620, 640, passing score on the Foundations Exam, 610A, 610B. Student must have received a grade of B- or above in SLP 610A and SLP 610B. Clinic Director permission required.

Credits: 2

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 while obtaining required clinical hours throughout the semester. Focus is on evidence based clinical practice in school settings, 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.

Pre Reqs: SLP 601, 602, 603, 605, 606, 608, 620, 640, passing score on the Foundations Exam, 610A

and 610B, (610C if applicable). A grade of B- or above in SLP 610A and SLP 610B (and SLP 610C if applicable). Clinic Director permission 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, clinics, adult day centers, and high schools serving the 18-21 year old population while obtaining required clinical hours throughout the semester. 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 in context of evidence based clinical practice. Students participate in a weekly seminar.

Pre reqs: SLP 601,602,603,605,606,608,620,640, passing score on Foundations Exam. B- or above in SLP 610A, 610B /SLP 610C, 611A, 611B or 611C if applicable). SLP 614A or SLP 614B recommended as pre or co req. Clinic Director permission required.

Credits: 1

Every Fall, Spring and Summer

SLP 614A Diagnostic Practicum: Children

A practicum in which students perform diagnostic evaluations on individuals with speech, language, swallowing and hearing disorders while obtaining required clinical hours throughout the semester. 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 in context of evidence based clinical practice. Prerequisite: Permission of the department.

The pre-requisites of SLP 601, 602, 603, 605, 606, 608, 620, 640 and a passing score on the Foundations Exam are required. Department Chair and Clinic Director permission 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 while obtaining required clinical hours throughout the semester. 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 in context of evidence based clinical practice.

The pre-requisites of SLP 601, 602, 603, 605, 606, 608, 620, 640 and a passing score on the Foundations Exam are required. Department Chair and Clinic Director permission 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 while obtaining required clinical hours throughout the semester. Practicum includes a review of basic audiologic concepts and procedures in a weekly seminar.

The pre-requisites of SLP 601, 602, 603, 605, 606, 607, 608, 620, 640 and passing score on Foundations Exam are required. Department Chair and Clinic Director Permission

Credits: 1

Every Fall, Spring and Summer

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, 620 and a passing score on Foundations Exam are required or permission of Department Chair and Program Director.

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.

The pre-requisites of SLP 601, 602, 603, 604, 605, 606, 607, 608, 609, 620 and a passing score on Foundations Exam are required or permission of Department Chair and Program Director.

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.

The pre-requisites of SLP 601, 602, 603, 604, 605, 606, 607, 608, 620 and a passing score on Foundations Exam are required.

Credits: 3

Every Fall and Spring

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.

The pre-requisites of SLP 601, 602, 603, 604, 605, 606, 607, 608, 609, 620 and a passing score on Foundations Exam are required or permission of Department Chair and Program Director.

Credits: 3

Every Fall and Spring

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, 620 and a passing score on Foundations Exam are required or permission of Department Chair and Program Director.

Credits: 3

Every Fall and Spring

SLP 639 Praxis Examination Preparation

The Praxis examination is a comprehensive multiple choice examination that covers content covered in academic courses. It is commissioned by the American Speech-Language Hearing Association (ASHA) and facilitated by Educational Testing Service (ETS). Certification in speech-language pathology requires passing the Praxis examination.

The Praxis examination preparation course is a required 1-credit course that provides students with test skills (e.g. test timing, multiple choice questions, and reasoning skills) and course content in speech-language pathology. Students will be provided with practice Praxis questions throughout the course that will review their knowledge base in speech-language pathology and improve their test taking skills. This course will ensure the success in passing the Praxis examination, a necessity for clinical practice. It will be offered to students during their final semester of the program.

Students are required to take this course in their last semester in the program. Department Chair and Program Director permission is required to register prior to the last semester.

Credits: 1

Every Semester

SLP 640 Language Disorders in Children

An examination of childhood language disorders, including autistic spectrum disorders, specific language impairment and language-learning disabilities. Contemporary approaches to assessment and intervention are explored from varied theoretical models, within context of evidence based clinical practice. 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 or permission of Department Chair and Program Director.

Credits: 3

Every Fall and Spring

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 or permission of Department Chair and Program Director.

Credits: 3

Every Fall and Spring

SLP 642 Speech-Language-Hearing Services in Schools 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 individuals with language-learning disabilities are explored. The role of the speech-language pathologist in the school setting is addressed, with particular attention to the school curriculum, reading, and inter-professional collaboration.

The pre-requisites of SLP 601, 602, 603, 605, 606, 608, 620, 640 and a passing score on Foundations Exam are required.

Credits: 3

Every Fall and Spring

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. Pre-referral, referral and assessment processes are discussed. Formulation and implementation of evidence based, 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.

The pre-requisites of SLP 601, 602, 603, 605, 606, 608, 620, 640 and a passing score on Foundations Exam are required.

Credits: 3

Every Fall and Spring

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.

DEPARTMENT OF GRADUATE PSYCHOLOGY AND COUNSELING

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 10 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 because of weak academic performance, professional unsuitability, or failure to progress at a satisfactory rate.

Marriage and Family Therapy

Our graduate's practice marriage and family therapy following 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.

M.S. 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] {HEGIS: 2104.1}

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	700	Family Law	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
CSP	639	Therapeutic Interventions with Diverse Children and Adolescents	3.00
CSP	658	Couples Therapy	3.00
CSP	679	Substance Abuse & High-Risk Behaviors	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	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

Credit and GPA Requirements

Minimum Total Credits: 60 Credits

Minimum GPA: 3.0

Advanced Certificate, 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] {HEGIS: 2104.1}

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 Skill	3.00
CSP	658	Couples Therapy	3.00
CSP	700	Family Law	3.00
CSP	707	Foundations of Marriage and Family Therapy	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

Credit and GPA Requirements

Minimum Total Credits: 39 Credits

Minimum GPA: 3.0

Mental Health Counseling

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.

M.S. 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] {HEGIS: 2104.1}

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, 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] {HEGIS: 2104.1}

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

Ph.D. 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.

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 an 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 in mid-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.

Acceptance into the program is offered on a rolling basis until an incoming class 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; 15-20% of the students are from underrepresented groups (racial, ethnic, or sexual minorities; persons with disabilities).

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 the 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 may be available to students in the doctoral program during the first three years. Teaching assistantships, usually reserved for second- and third-year students, may also be available. Research assistantships within the department can carry partial tuition remission. Information about such assistantships is available at the time of admission to the program.

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] {HEGIS: 2003.0}

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 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 706	Statistics in Psychology II	4.00
PSY 755	Psychopathology II	3.00
PSY 771	Dynamic Psychotherapy II	3.00
PSY 779	Data Management	1.00

Advanced Research Design (One Course Required)

PSY 700	Research Design II	3.00
PSY 710	Psychotherapy Research	3.00

Clinical Externship (Each Course Repeated, FA and SP)

PSY 776(1)	Externship II	1.00
PSY 776(2)	Externship II	1.00
PSY 777(1)	Externship III	3.00
PSY 777(2)	Externship III	3.00

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. 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 registering 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 prerequisites.

M.A., Psychology

[Program Code: 06947] {HEGIS: 2001.0}

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 Fall*

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

This course is designed to provide you with a statistical knowledge base and teach you how to apply this knowledge to your own data. This course will review basic descriptive statistics, mean comparisons (t-tests, ANOVA, ANCOVA, MANOVA), correlations, bivariate regression, hierarchical regression, and ways of testing mediation and moderation. 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
Annually*

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 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
Annually*

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 613M Social Relations

An examination of the forms and meanings of social relations that individuals have with other individuals and with groups and of the advantages and disadvantages such relations may have.

*Credits: 3
Alternate Years*

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 615M Personality

A critical examination of the leading theories of personality, with the purpose of evolving a comprehensive conceptualization.

*Credits: 3
Alternate Years*

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
Alternate Years

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 620M Introduction to Clinical Assessment

An introduction to the use of interviews, projective techniques and other semistructured instruments in psychological research, assessment and occupational settings. Classroom demonstrations of techniques are included, and each student is required to gain some practical experience with at least one assessment procedure.

Credits: 3
Alternate Years

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
Annually

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 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.

Credits: 3

Alternate Years

PSY 649M Developmental Psychology II: Adulthood and Aging

A study of development from early adulthood through the last years of a person's life. Special attention is given to the impact of family, work and personal relationships on the nature and course of development.

Credits: 3

Alternate Years

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.

Credits: 3

Alternate Years

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

Alternate Years

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 including 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. You will build your critical thinking skills in this course.

Credits: 3
On Occasion

PSY 673 Empirically-Supported Psychotherapies

This course is designed to orient students to current techniques utilized in empirically-supported treatments. While theory and research will be discussed, the focus will be on application of treatment techniques in clinical practice. Empirically-supported treatment techniques will be primarily derived from dialectical behavior therapy (DBT), transference focused psychotherapy (TFP), and mentalization based therapy (MBT), with a focus on case conceptualization and how to select and implement appropriate intervention techniques with diverse populations

Credits: 3
Annually

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

Every Fall

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 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 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 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
On Occasion

PSY 706 Statistics in Psychology II

This course is designed to advance your statistical knowledge base and teach you how to apply this knowledge to your own data. Most psychological research examines relationships among multiple variables at the same time. You want to understand how variables are related to one another and how they work together to explain or predict an outcome. There are many multivariate statistical approaches but this course will focus on multivariate regression analysis, factor analysis, principal components analysis, path analysis, and structural equation modeling. We will begin with a review of some univariate techniques but then forge ahead to multivariate statistics. 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
Annually

PSY 750 Individual Research I

Individual research projects under supervision. Pass/Fail only. Prerequisites: Psychology 600 and 700 or 710.
Credits: 1 to 3
Annually

PSY 751 Individual Research II

Individual research projects under supervision. Pass/Fail only. Prerequisites: Psychology 600 and 700 or 710.
Credits: 1 to 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 Seminar 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.
Must be a student in the Doctoral Psychology program
Credits: 3
Annually

PSY 776 Clinical Externship II

Study in topics are related to a doctoral student's clinical externship. Examples of topics include brain and behavior relationships, psychopharmacology, issues of social stress, and the study of anxiety.
Must be a student in the Doctoral Psychology program
Credits: 1
Annually

PSY 777 Clinical Externship III

An intensive study in special areas of interest in Clinical Externship. Examples of topics are advanced assessment, brain and behavior relationships, psychopharmacology, issues of social stress, special statistical techniques, and the study of anxiety.
Credits: 3
Annually

PSY 779 Data Management and Research

An examination of different topics centered on data management, statistics, and beginning research in the PhD Program in Clinical Psychology. The course will also involve a review of current research groups active in the Program.
Must be a student in the Doctoral Psychology program
Credits: 1 to 3
Annually

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.
Credits: 0
Every Spring

PSY 849A Dissertation Topic Seminar

Students develop the conceptual rationale and methodology for a dissertation topic. 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 a dissertation topic. 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 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

Counseling Courses

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 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 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 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 657C Marriage and Family Therapy: Clinical Knowledge and Skills

Focus is on healthy and unhealthy family functioning, including the recognition of specific problems and appropriate interventions. Attention to the impact of human sexuality on families and couples. Consideration of preventative methods to

encourage family wellness. Study of societal trends and treatment issues related to working with multicultural and diverse family systems.

Concentration on principles and methods of case conceptualization and assessment with couples and families.

Prerequisites of CSP 657A and 657B 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 661F Marriage and Family Counseling Practicum

Students work 100 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 100 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 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. Audiotaping, videotaping, or live supervision.

The pre-requisite of CSP 661M and 712 are 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. Audiotaping, 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 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 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 707 Foundations in Marriage and Family Therapy

A conceptual framework will be discussed in the context of self of the therapist, professional identity of the marriage and family therapist, issues of credentialing and consulting with other service providers, and ethical and legal issues specific to the practice of marriage and family therapy. The history, philosophy, and current trends in marriage and family therapy are explored and an overview of theoretical concepts, intervention strategies, and research unique to family systems and relational units will be covered. A conceptual framework will be discussed in the context of self of the therapist, professional identity of the marriage and family therapist, issues of credentialing and consulting with other service providers, and ethical and legal issues specific to the practice of marriage and family therapy. The history, philosophy, and current trends in marriage and family therapy are explored and an overview of theoretical concepts, intervention strategies, and research unique to family systems and relational units will be covered.

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 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 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

DEPARTMENT OF OCCUPATIONAL THERAPY

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 an 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. 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 60 credits in the liberal arts and sciences for the baccalaureate degree is required.

Occupational therapy is a vital healthcare 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 the 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 the 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 graduates who want to pursue a degree in occupational therapy. Students can complete a Bachelor of Science / Master of Science (BS/MS) degree in Occupational Therapy in five years: two years for the completion of prerequisites and three 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 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 their 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

Before applying to the professional phase, students without an undergraduate degree must complete 60 undergraduate prerequisite credits (see below) and 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 fulfilling these requirements does not automatically qualify the student for the professional phase of the program. All students go through the application and selection process outlined below.

The Department of Occupational Therapy accepts transfer students with or without a degree. 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, a 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 letterforms can be obtained from the OT Department (2nd Floor, Pratts Building, Room 224, 718-780-4508).

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. Students should follow the directions that the OTCAS system provides and complete their online 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 are accepted to 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 applications 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, 137,138). 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 & Physiology I	(Bio 137)	4 credits
Anatomy & Physiology	(Bio 138)	4 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
English Literature	(Eng 61-64)	3 credits
Intro Sociology or Anthropology	(SOC 3)	3 credits
History	(His 1, 2)	3 credits
Philosophy	(Phil 61, 62)	3 credits
Oral Communication	(Spe 3)	3 credits
Foreign Language		3 credits

ART, DNC, MUS, THE, MA	3 credits
Liberal Arts	5 credits
	*60 credits

* Each Applicant is required to complete an additional 5 credits of *Liberal Arts or Science* course work and will accept OS 1 for **one** credit and 4 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 ***60 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 & Physiology I	4 credits
Anatomy & Physiology II	4 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

***40 credits**

*The total prerequisite credit requirement for entry into the program is ***60 credits**. Completion of the 20 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 fieldwork 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 the 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 their daily activities and valued occupations.

Fieldwork Education

Fieldwork education 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 their professional competence.

The fieldwork education component begins with a 10-week fieldwork 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 fieldwork experiences 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 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.

Accreditation

The entry-level occupational therapy program is accredited by the Accreditation Council for Occupational Therapy Education (ACOTE) of the

American Occupational Therapy Association (AOTA) located at 6116 Executive Boulevard, Suite 200, North Bethesda, MD 20852-4929. ACOTE's telephone number, C/O AOTA, is (301) 652-AOTA and its web address is WWW.ACOTEONLINE.ORG. The 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). In addition, all states require licensure in order to practice; however, state licenses are usually based on the results of the NBCOT Certification Examination. Note that a felony conviction may affect a graduate's ability to sit for the NBCOT certification examination or attain state licensure.

DUAL DEGREE PROGRAM

B.S./M.S. Occupational Therapy

B.S. / M.S., Occupational Therapy
[Program Code: 21843] [HEGIS: 1208.0]

Graduation Requirements

Students must satisfy the placement, proficiency, orientation and 34-35 credit core curriculum criteria outlined in the Graduation Requirements section of this bulletin:

Orientation

FYS 01 First Year Seminar 1.00

Core Curriculum Requirements (34-35 credits)

Humanities

English Composition - ENG 16 or 16 X 3.00

English Literature: ENG 61, 62, 63 or 64 3.00

Philosophy: PHI 60 3.00

Foreign Language 3.00

Social Sciences

History 3.00

Anthropology, Economics, History, Political Science, Psychology, or Sociology 3.00

Anthropology, Economics Political Science, Psychology, Sociology 3.00

Science and Mathematics

Mathematics: MTH 15 or 16 (3-4 credits) 4.00

Laboratory Science: BIO 1 or 3 4.00

Communication, Visual & Performing Arts

Oral Communications: SPE 3 3.00

Art, Dance, Journalism, Music, Theatre, Media Arts 3.00

Ancillary Requirements:

Must complete one of following (completes sequence):

BIO 2 General Biology 4.00

BIO 4 Life: Its Origin, Maintenance and Future 4.00

Must complete both courses

PSY 31 Lifespan Developmental Psychology 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

Must complete both courses:

BIO 137 Anatomy & Physiology I 4.00

BIO 138 Anatomy & Physiology II 4.00

Liberal Arts & Sciences electives:

5 credits in LA&S electives are required.

Occupational Therapy Professional

Phase Requirements

Occupational Therapy Professional Phase - Year 1 Requirements (45 credits)

OT 100 Introduction to Occupational Therapy 2.00

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 (49 credits)			
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: Technology and Assistive Devices	2.00
OT	520	Theory 5: Research	3.00
OT	533	Medical Conditions 3: Pediatrics	3.00
OT	620	Theory 6: Research Proposal	2.00
OT	720	Theory 7: Community Practice & Health Promotion	2.00

Occupational Therapy Professional Phase - Year 3 Requirements (28-34 credits)

OT	507	Therapeutic Skills 6: Organization & Administration	3.00
OT	510	Level II: Fieldwork I	5.00
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: 182
 Minimum Liberal Arts and Sciences Credits: 60
 Minimum Major Credits Undergraduate: 72
 Minimum Major Credits Graduate: 50
 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 admission to the OT program are required. Co-requisite of OT 106, 110, 140, 201, and 301 are also 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. Co-requisites of OT 100, 110, 140, 201, and 301 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. Co-requisites of OT 106, 100, 140, 201, and 301 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.

Pre-requisite of OT 110, OT 106, OT 110, OT 140, OT 201, and OT 301 are 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, OT 119, OT 120, OT 202, OT 203, and OT 206 are required. The co-requisites of OT 121, OT 129, OT 220, and OT 302 are 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 100, OT 106, OT 110, OT 140, OT 201, and OT 301 are 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, OT 106, OT 110, OT 140, and OT 201, and OT 301 are required.

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, 112, OT 121, OT 220 and OT 302 are required. The pre-requisites of OT 111, OT 119, OT 120, OT 202, OT 203, OT 206 are 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-requisites of OT 112, OT 121, OT 129, OT 220, OT 302 are required. The co-requisites of OT 200, OT 303, OT 306, OT 320 and OT 420 are 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-requisites of OT 111, OT 119, OT 120, OT 202, OT 203, and OT 206 are required. The co-requisites of OT 112, OT 121, OT 220, and OT 302 are 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. The co-requisites of OT 100, OT 106, OT 110, OT 201, and OT 301 are required.

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, 129 OT 220 and OT 302 are required. The co-requisites of OT 122, OT 303, OT 306, OT 320 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.

Occupational Therapy majors only. Co-requisites of OT 100, 106, 110, 140 and 301 are required.

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.

Pre-requisites of OT 100, 106, 110, 201, and 301 are required.

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, 106, 110, 140, and 201 are required.

Credits: 1

Every Spring

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 OT 122, 200, 303, 306, 320, and 420 are required. Co-requisites of OT 210, 215, 330, 430, and 431 are required.

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, OT 110, OT 140, OT 201 and OT 301 are required.

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 200, OT 303, OT 306, OT 320, OT 420 and OT 122 are required. The co-requisites of OT 205, OT 215, OT 330, OT

430 and OT 431 are 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-requisites of OT 205, OT 210, OT 330, OT 430 and OT 431 are 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-Transtheoretical 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-requisites of OT 111, OT 119, OT 120, OT 202, OT 203 and OT 206 are required. The co-

requisites of OT 112, OT 121, OT 129, and OT 302 are 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 PSY 107 and 110; and SOC 3 are required in order to register for this course. The co-requisites of OT 100, OT 106, OT 110, OT 140, and OT 201 are required.

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-requisites of OT 111, OT 119, OT 120, OT 202, OT 203, and OT 206 are required. The co-requisites of OT 112, OT 220, 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 112, OT 121, OT 129, OT 220 and OT 302 are required. The co-requisites of OT 122, OT 200, OT 306, OT 320, and OT 420 are 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 112, 121, 129, 220, 302 are required and the student must be in the Occupational Therapy major in order to register for this course. The co-requisites of OT 122, 200, 303, 306, 320, and 420 are required.*

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, 200, 303, 306, 320, and 420 are required. The pre-requisites of OT 112, 121, 129, 220, 302 are required 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 122, OT 200, OT 306, OT 303, and OT 320 is required. The pre-requisites of OT 112, OT 129, OT 220, OT 320 and OT 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 205, OT 210, OT 215, OT 330, OT 430 and 431 are required. The pre-requisites of OT 122, 121, OT 200, OT 303, OT 320 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 205, OT 210, OT 330, OT 215 and 430 are required. The pre-requisites of OT 122, OT 200, OT 303, OT 320 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 205, OT 210, OT 215, OT 330, OT 430 and 431 are required. The co-requisites of OT 506, OT 520, OT 533, OT 620, and OT 720 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 205, OT 210, OT 215, OT 330, OT 430 and 431 are required. The co-requisites of OT 432, OT 520, OT 533, OT 620, and OT 720 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 432, 506, 520, 533, 620, 720 are required. The co-requisites of OT 510, 530, 535, 716 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 432, OT 506, OT 520, OT 533, OT 620, and OT 720 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 510 is required.

Credits: 4
Every Summer

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 Summer

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, OT 210, OT 215, 430, 431 and 330 are required. The co-requisites of OT 432, OT 506, OT 533, OT 620 and OT 720 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 716, OT 510, OT 535 and 507 are required. The pre-requisite of OT 533, OT 432, OT 506, OT 620, and OT 720 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 510, OT 530, 507 and 716 are required. The pre-requisites of OT 432, OT 506, OT 520, OT 620, OT 720 and OT 533 are 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, OT 210, OT 215, OT 430, OT 431 and OT 330 are required. The co-requisites of OT 432, OT 506, OT 720, 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 432, OT 506, OT 620, OT 720, 533 and 520 are required. The co-requisites of OT 510, 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 432, OT 506, OT 533, 520 and 620 are required. The pre-requisites of OT 205, OT 210, OT 215, 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 implement as part of the Capstone Research Project complete in this course, OT 820. Students will 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 scientific peer-reviewed style manuscript, oral presentation, and poster production. 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 507, OT 530, OT 535, OT 716, OT 520, 620 and 720 are required.

Credits: 4

Every Spring

DEPARTMENT OF PHYSICAL THERAPY

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.

- Student-centered learning environment
- The 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. It is a 3-year, full-time program that spans over 11 academic terms and includes 35 weeks of clinical education. The D.P.T. 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 at LIU Brooklyn is accredited by the Commission on Accreditation in Physical Therapy Education (CAPTE), 1111 North Fairfax Street, Alexandria, Virginia 22314; telephone: 703-706-3245; email: accreditation@apta.org;

website: <http://www.capteonline.org>. The program is registered with the New York State Education Department.

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, policymakers, 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 the 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 total 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 required.

- 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.

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. Those who are applying for the regular decision cycle must have taken the test by March 1.*

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. Those applying to the DPT program must:

- Visit www.ptcas.org to begin the PTCAS application process
- Read the instructions available at the PTCAS Web site carefully
- Log on to the 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 reasoning.
- 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.

D.P.T., Physical Therapy

[Program Code: 27657] {HEGIS: 1212}

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.

Credits: 1

On Demand

PT 750 Anatomy I

Anatomy I is the first of a two-course sequence during the Summer of the first year in the DPT program. The course included 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.

Student must be a Physical Therapy major in order to register for this course.

Credits: 2

Every Summer

PT 752 Anatomy II

Anatomy II is the 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) during the Fall semester of the first year of the DPT program. 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 development of clinical reasoning processes continues as students learn to translate knowledge into clinical practice.

Student must be a Physical Therapy major in order to register for this course.

Credits: 3

Every Fall

PT 755 Human Physiology

Human physiology take place during the Summer semester of the first year of the DPT program. The microscopic anatomy (histology) and function (physiology) of the cardiovascular, integumentary, nervous, pulmonary, skeletal, muscular, 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 pain, tissue healing, the inflammatory process, tissue plasticity, repair, and regeneration. Lectures are supplemented by problem-oriented learning exercises in a clinical context.

Student must be a Physical Therapy major in order to register for this course.

Credits: 3

Every Summer

PT 759 Neuroscience

Neuroscience takes place during the Fall semester of the first year of the DPT program. 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.

Student must be a Physical Therapy major in order to register for this course.

Credits: 3

Every Fall

PT 760 Movement Analysis I

The first part of a two-course sequence during the Summer semester of the first year of the DPT program. The course is 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.

Student must be a Physical Therapy major in order to register for this course.

Credits: 2

Every Summer

PT 762 Movement Analysis II

A continuation of a two-course sequence during the Fall semester of the first year of the DPT program. The course presents a 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.

Credits: 3

Every Fall

PT 764 Movement Analysis III

Movement Analysis III is the final course in this sequence taken during the Spring semester of the first year of the DPT program. 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.

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.

Credits: 4

Every Spring

PT 770 Psychological Issues

Psychological Issues is taken during the Fall semester of the first year of the DPT program. 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.

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.

Credits: 2
Every Fall

PT 780 Research Methods

Research Methods is a 3-credit course taken during the Fall semester of the first year of the DPT program. 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.

Credits: 3
Every Fall

PT 785 Evidence-Based Practice

Evidence-Based Practice is a 3-credit course taken during the Spring semester of the second year of the DPT program. 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.

Credits: 3
Every Spring

PT 790 Musculoskeletal PT I

Musculoskeletal Physical Therapy I is a 4 credit course during the Summer semester of the second year of the DPT program. 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.

Credits: 4
Every Summer

PT 810 Physical and Mechanical Modalities

Modalities is a 3-credit course during the Summer semester of the second year of the DPT program. 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.

Credits: 3
Every Summer

PT 820 Pulmonary: Pathology, Diagnosis and Management

Pulmonary is a 3-credit course during the Fall semester of the second year of the DPT program. 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.

Credits: 3
Every Fall

PT 822 Cardiac: Pathology, Diagnosis and Management

Cardiac is a 3-credit course during the Spring semester of the second year of the DPT program. 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.

Credits: 3
Every Spring

PT 830 Neuromuscular Pathology

Neuromuscular Pathology is a 3 credit course during the Summer semester of the second year of the DPT program. 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.

Credits: 3

Every Summer

PT 832 Pediatric Neuromuscular Diagnosis and Management

Pediatrics is a 3 credit course during the Fall semester of the second year of the DPT program. 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.

Credits: 3

Every Fall

PT 834 Adult Neuromuscular Diagnosis and Management

Adult Neuro is a 5-credit course during the Spring semester of the second year of the DPT program. 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 with a variety of neurological treatment techniques and interventions for patients with spinal cord injury, stroke, vestibular pathology, traumatic brain injury, and progressive neuromuscular pathology disorders. All examination and treatment techniques are based on a patient-centered framework incorporating the International Classification of Function, Disability, and Health (ICF) model.

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.

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.

Credits: 3

Every Summer

PT 877 Teaching and Learning Strategies

Teaching and Learning is a 2-credit course during the Spring semester of the first year of the DPT program. 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.

Credits: 2

Every Spring

PT 879 Health Promotion and Wellness

Health Promotion and Wellness is a 2-credit course during the Fall semester of the third year of the DPT program. It is 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.

Credits: 2

Every Fall

PT 880 Prosthetics and Orthotics

Prosthetics and Orthotics is a 2-credit course offered during the fall semester of the second year of the Doctorate of Physical Therapy curriculum. The course is designed to provide the student an overview of the pathology, evaluation, and interventions of individuals with amputations to include the evaluation and understanding of upper and lower extremity prosthetics. It also emphasizes normal and abnormal gait as it relates to the use of orthotic devices and its prescriptions. 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. 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.

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. 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. In addition, content on geriatric rehabilitation and proprioceptive neuromuscular facilitation will be covered. 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.

Credits: 4

Every Summer

PT 890 Foundations of Therapeutic Exercise

Therapeutic Exercise is a 4-credit course offered during the Spring semester of the first year of the DPT program. 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.

Credits: 4

Every Spring

PT 892 Musculoskeletal PT II

Musculoskeletal Physical Therapy II is a 3-credit course offered during the Fall semester of the second year of the DPT program. 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.

Credits: 3

Every Fall

PT 915 Clinical Reasoning

Clinical Reasoning is a 5-credit course 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.

Credits: 5

Every Fall

PT 950 Clinical Practice II

Clinical Practice II is a course offered during the Summer semester of the third year of the DPT program. The student is supervised by the clinical instructor while applying the knowledge and skills acquired in previous coursework. This 10-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.

Credits: 7

Every Summer

PT 955 Clinical Practice III

Clinical Practice III is a 10-week, full time clinical practice course during the Spring semester of the third year of the DPT program. Students are 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.

Credits: 7

Every Spring

PT 956 Clinical Practice IV

Clinical Practice IV is a 9-week, full time clinical practice course offered during the Spring semester of the third year of the DPT program. Students are under the supervision of a licensed physical therapist. The student attends a clinical practice facility for 9 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.

Credits: 7

Every Spring

PT 960 Instrumented Movement Analysis

Instrumented Movement Analysis is a 1-credit course offered during the Fall semester of the third year of the DPT program. 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.

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.

Credits: 3

Every Fall

PT 995 Musculoskeletal PT III

Musculoskeletal Physical Therapy III is a 4-credit course offered during the Spring semester of the second year of the DPT program. 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.

Credits: 4

Every Spring

DIVISION OF PHYSICIAN ASSISTANT STUDIES

M.S. 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 2023**. 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 400 hours must be completed by the time of submission of the CASPA application. Acceptable types of direct patient care experience include medical scribe; 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 a 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.
- Successful completion of the Graduate Record Examination (GRE) by the CASPA application deadline. 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 an 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 the 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.

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 their intellectual ability, exercise good judgment, complete all responsibilities, and 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. They 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 are 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 and background/drug testing results are required for entry into the clinical experiences 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] {HEGIS: 1299.1}

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 but are not limited to: Dermatology, rheumatology, EENT, pulmonology and infectious diseases. 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: ophthalmology, gastroenterology, endocrinology, nephrology, Women's Health, neurology and cardiology.

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: Pediatrics, hematology, psychiatry and radiology. This course also contains a unit of clinical problem solving and case based learning.

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. Other medical professions are also considered and the interprofessional patient care approach is examined.

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: Introduction to Research

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.

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; public health; 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: hematologic laboratory studies, chemistries, urinalysis, cardiac enzymes, blood gases. The course will examine the ways in which these and other laboratory tests inform the understanding of disease states and patient management.

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 risk management in healthcare, 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 but are not limited to: anesthesia; preoperative, intra-operative

and postoperative care; hernias, gastrointestinal tract disorders, liver disorders, pancreatic disease, gallbladder disease, colorectal disorders, cardiothoracic diseases, orthopedic disorders, vascular disorders, urologic disorders, neurosurgical disorders. 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 creation of a differential diagnosis, patient stabilization, and emergent management of disease. Topics include: general approach to patient triage and stabilization; emergency ophthalmology and otolaryngology; chest pain evaluation: acute coronary syndrome; myocardial infarction; pericarditis, aortic dissection; shortness of breath evaluation: heart failure, pneumonia, asthma exacerbation, copd exacerbation, and pneumothorax; fractures and sprain recognition and management; wound care: lacerations, animal bites; burns; abdominal pain evaluation: biliary tract disease, appendicitis, abdominal aortic aneurysm, renal colic, 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 520 Pre-clinical Assessment

The Pre-Clinical Comprehensive Assessment course is designed to review course content from the didactic phase of the curriculum. Written Summative examinations, a practical OSCE examination, and a Professional Development Assessment Tool (P-DAT) will be administered to ensure the student has integrated the course content and demonstrates readiness for entry into the clinical phase of program.

Pre requisites: Completion of all previous didactic courses

Credits: 0

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.

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.

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.

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.

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. 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.

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. 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. 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.

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 either medicine or 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.

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 course, students will draw on all material previously learned in the entire PA Studies curriculum to complete a summative evaluation. This evaluation will be comprised of: a written comprehensive examination, an oral clinical skills examination (OSCE), and a practicum in the Division's Simulation Laboratory. During the OSCE and in the simulation lab, the student will demonstrate his or her ability to evaluate, stabilize, examine, diagnose, perform relevant clinical procedures, and treat the simulated patient. 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 capstone project and complete original research based on a clinical or professional area of interest. The student will utilize techniques learned in Research Methods I and II and in Introduction to Medical Literature in the

didactic year in the completion of the Capstone Project.

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

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 behavior and lifestyle, genetics, policies, systems, and the natural and built environment affect health, then we work with the communities to develop interventions, 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 disease prevention and health promotion and focus on entire communities or populations. 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 reoccurrence 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 professional degree program. The mission of the program is to improve public health systems, infrastructure, and workforce in a way that is likely to reduce health disparities of the Borough of Brooklyn, New York City, and the wider national and global community, by educating culturally competent public health practitioners and scholars. Our course work includes integrated learning opportunities so that students have “real-world” experience before they graduate. Our area of specialization is a *Generalist MPH*. The MPH Program goals are:

- **Goal 1: Instruction** - Educate individuals seeking training and experience in applied public health through a graduate-level program that focuses on evidence-based approaches to public health in the local and global context.
- **Goal 2: Research** - Advance the field of public health practice through scholarly research and investigation of public health issues as well as through collaboration with local, state, federal, and global partners.
- **Goal 3: Service** - Improve the health status of Brooklyn communities through faculty and students’ active participation in community service.

People trained in public health have many career options. There is a great demand for public health professionals in local, state, federal, and international government agencies (not all with “health” in their names), community-based organizations, schools and universities, not-for-profit organizations, for-profit workplaces, health care settings, foundations, branches of the military, and professional associations.

Graduates can find fascinating, challenging, and meaningful public health work focusing on a particular population (e.g., school-age children,

adolescents, working adults, seniors, hospital inpatients), in a particular setting (see above), the use of several skills (e.g., education, training, advocacy, community assessment, program planning, program evaluation, research, media campaign development), and/or a specific health area (e.g., maternal and infant health, reproductive health, environmental health, chronic disease prevention, HIV/AIDS prevention and intervention, behavioral health, emergency preparedness, natural disasters). The challenges are many, and change constantly. Public health 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. and the Certified in Public Health examination administered by the National Board of Public Health Examiners. We encourage students to take the CHES exam or CPH 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 SOPHAS or Office of Graduate 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.
- **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 the Test of English as a Foreign Language (TOEFL) exam or IELTS or accepted equivalent tests.**
- **Interviews:** Interviews are not required but are desirable. Applicants may be invited to the university for a **personal interview** with the 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 SOPHAS. 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.

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 elective courses
- 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] [HEGIS: 1214]

Required core courses:

MPH	600	Foundations of Public Health	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	3.00
MPH	735	Research Methods and Applications	3.00
MPH	740	Program Planning, Implementation and Evaluation	3.00
MPH	745	Health Promotion and Education	3.00
MPH	750	Public Health Policy and Advocacy	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 elective courses, only two are required:

MPH	500	Public Health Application of Informatics	3.00
MPH	509	Physical Activity in Public Health	3.00
MPH	515	Public Health Implications of HIV/AIDS	3.00
MPH	530	Global Public Health Challenges	3.00
MPH	535	Infectious Diseases and Public Health Practice	3.00
MPH	540	Current Issues in Public Health I	3.00
MPH	545	Current Issues in Public Health II	3.00
MPH	550	Public Health in Film	3.00
MPH	575	Developing Strong Public Health Proposals	3.00

Credit and GPA Requirements

Minimum Total Credits: 42

Minimum Major GPA: 3.00

**ACCELERATED SHARED
CREDIT PROGRAMS**

**BS Health Science and MPH
Public Health**

The Department of Public Health, along with the Division of Athletic Training, Exercise & Health Science, offers an accelerated, shared credit program that leads to a B.S. Health Science and a Master in Public Health (M.P.H.). 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 the LIU Brooklyn Undergraduate Bulletin for full details about the program. See this LIU Brooklyn Graduate Bulletin for MPH course descriptions.

Public Health Courses

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).

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.

A pre requisite of MPH 610 is required

Credits: 3

On Occasion

MPH 540 Current Issues in Public Health I

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 on-the-job challenges and achievements.

Credits: 3

On Occasion

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 on-the-job challenges and achievements.

Credits: 3

On Occasion

MPH 575 Developing Strong Public Health Grant Proposals

This course will engage students in project-based learning, focused on the competencies that public health professionals need to develop for effective

public health grant proposals. Students will become familiar with the key components of a competitive grant proposal for foundations and government funders and learn best practices for developing a well-organized budget and a targeted list of foundation and government funding prospects.

Pre-requisites: MPH 735 and MPH 740.

Credits: 3

Every Summer

MPH 600 Foundations of Public Health

This course is an introduction to public health and health care systems. Topics include the history of public health, critical public health issues, and public health principles, priorities, pioneers, publications, and practices, public health budgeting, and systems thinking. Health services management topics include the history, structure, functions, and management issues of organizations that deliver public and other forms of health care services. Through readings, discussion, research, individual and group work, students in this course will acquire basic knowledge, attitudes and skills that are essential for effective public health practice.

Credits: 3

Every Fall

MPH 610 Principles of Epidemiology

This course introduces the distribution and determinants of health and disease in defined populations, and also emphasizes the skills necessary to research, produce, utilize and critique epidemiologic literature. Students learn how to find and interpret data, describe outbreaks and their effects on specific populations, and to assess and communicate risk. The course also addresses basic public health applications of informatics as a means of communicating data.

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 presents an introduction to the theory and methods used in biostatistics. Students will learn to apply statistics to explain the occurrence and control of disease as well as to evaluate public health programs. This course also will introduce students to the theories applied to common statistical methods and principles used in public health, such as those related to disease measurement and distribution, probability, hypothesis testing, statistical significance, sampling, and univariate, bivariate and multivariate analysis. This course is part of the core course requirement for the MPH program. 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 Spring

MPH 620 Social and Behavioral Sciences in Public Health

This course is an introduction to previously established, as well as new and emerging social and behavioral science theories used in shaping research and practice in public health and health education. Students will analyze and compare theories, and review research that supports and/or challenges the contribution of these theories 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

This course is designed to provide graduate students with an introduction and overview of the key areas of environmental health. Using the perspectives of the population and community, the course will cover factors associated with the development of environmental health problems while providing an opportunity to think creatively about solutions to the complex issues.

In order to register for this course, the student must be active in the Public Health plan.

Credits: 3

Every Spring

MPH 735 Research Methods and Applications

This course is an introduction to community-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 and salient funding Institutional Review Board issues. The course emphasizes Community-Based Participatory Research best practices, including building community partnerships, cultural competence, community involvement in assessment, issue analysis, research planning, data gathering, and data sharing. Bridges and barriers to the diffusion and application of research results to practice are explored.

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 Spring

MPH 740 Program Planning, Implementation and Evaluation

This course covers strategies tailored to various settings and diverse populations, for assessing health promotion and disease prevention needs, the development of programs to meet those needs, and evaluating the effectiveness of the planning, implementation and outcomes of the programs in a variety of settings. The course builds on core concepts from epidemiology, research methods, and biostatistics, and emphasizes proposal writing, budget planning, and project management skills. 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.

Prerequisites: MPH 620 and 735

Credits: 3

Every Fall and Spring

MPH 745 Health Promotion and Education

This course examines the design, production and evaluation of education-based health promotion and disease prevention programs and services rooted in health education theory, research, and best practices. It introduces community organizing and coalition building principles and best practices as the bases for effective community work. It includes the study of traditional and emerging community/population-based health education strategies and methods.

The pre-requisite of MPH 600 is required.

Credits: 3

Every Fall and Summer

MPH 750 Health Communications Issues and Strategies

This course introduces students to health communication theory, research, and best practices. It provides students with a framework for designing, producing, and evaluating mass media health promotion and disease prevention campaigns. Health communication strategies to be studied include print materials (i.e., brochures, flyers, posters, billboards, newspapers, newsletter, reports), Internet-based communication media (i.e., web sites, blogs, webcasts, podcasts, iTunes, YouTube, virtual worlds/reality programs), social media platforms, television, radio, film, e-mobile interventions. Emphasizes the benefits of and techniques for coordinating multiple, well-integrated, and well-coordinated interventions.

Credits: 3

Every Fall and Spring

MPH 755 Program Planning, Implementation and Evaluation

This course covers strategies tailored to various settings and diverse populations, for assessing health promotion and disease prevention needs, the development of programs to meet those needs, and evaluating the effectiveness of the planning, implementation and outcomes of the programs in a variety of settings. The course builds on core concepts from epidemiology, research methods, and biostatistics, and emphasizes proposal writing, budget planning, and project management skills. 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.

Prerequisites: MPH 620 and 735

Credits: 3

Every Fall and Spring

MPH 798 Public Health Capstone Seminar

Capstone is a culminating academic experience in which students demonstrate their command of the MPH coursework by assessing and analyzing past

and present public health challenges and how they were or are being handled. Students are expected to synthesize, integrate and apply skills and competencies acquired through their program of study to a public health problem that approximates a professional practice experience. The project requires both a written and oral assignment. It is typically completed in the last term of the program, usually in conjunction with the completion of a fieldwork practicum experience.

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 promotion or education, health advocacy, and public health research, or organization and management functions, and the collection and analysis of data as appropriate, under the supervision of a qualified public health professional to determine or assess a response to an actual public health challenge. A practicum portfolio is completed and presented in the form of an oral presentation.

The pre-requisite or co-requisite of MPH 798 is required.

Credits: 3

Every Fall and Spring

DEPARTMENT OF SOCIAL WORK

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 a 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 and mental health, 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 the 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.

Substance Abuse and Mental Health Concentration

The substance abuse and mental health 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 substance abuse and mental health 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 an 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 of 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's 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.

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 and CSWE standards
- Earning the required 60 credits within a four-year period

M.S.W., Social Work

[Program Code: 29207] {HEGIS: 2104}

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: Generalist Practice	3.00
SWK	702	Field Instruction II: Generalist Practice	3.00
SWK	703	Field Instruction III: Specialized Practice	3.00
SWK	704	Field Instruction IV: Specialized Practice	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 of the Courses Listed

Below:

SWK	660	Families and Children: Policy and Services	3.00
SWK	661	Family Violence Across the Lifespan	3.00
SWK	663	Social Work Practice with At-Risk Children & Youth	3.00

Must Complete One of the Courses Listed

Below:

SWK	630	Forensic Social Work & the Criminal and Juvenile Justice Systems	3.00
SWK	662	Community Based Practice with Children and Families	3.00

Substance Abuse & Mental Health

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/Psylvg Aspects	3.00
SWK	678	Phys/Pharmlg Effects	3.00

Gerontology Concentration

Track I: Long Term Care Administration

Required courses:

PM	738	Gerontology: Processes of Aging	3.0
PM	739	Long Term Care Administration	3.0

In addition, must complete 2 out of the following 3 courses:

MPA	602	Human Resources Management	3.00
MPA	613	Foundations in Budgeting and Finance in Health Care	3.00
MPA	616	Legal Aspects in Health Care Administration	3.00

Track II: Senior Community Service

Required courses:

PM	738	Gerontology: Processes of Aging	3.0
SWK	726	Interdisciplinary Assessment	3.0

In addition, must complete 2 out of the following 3 courses:

PM	743	The Management of Senior Community Programs	3.00
PM	744	Bereavement: Psychological, Cultural and Institutional Perspectives	3.00

PM	745	Financial, Estate, and Retirement Planning	3.00
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Non-Profit Management Concentration

Must Complete All Courses Listed Below:

PM	741	Fundraising	3.00
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MPA	624	Non Profit Management	3.00
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MPA	602	Human Resource Management	3.00
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MPA	626	Legal, Etincal & Gov. Issues	3.00
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Forensic Social Work Concentration

Must Complete All Courses Listed Below:

SWK	630	Forensic Social Work & the Criminal and Juvenile Justice Systems	3.00
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SWK	631	Interviewing, Evaluating and Offering Treatment as a Forensic Social Worker	3.00
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SWK	632	Forensic Social Work with Drug and Alcohol Populations in the Criminal and Juvenile Justice Systems	3.00
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SWK	633	Forensic Social Work and Domestic Violence - Legal, Cultural, Ethnic and Religious Issues in the Criminal and Juvenile Justice Systems	3.00
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Credit and GPA Requirements

Minimum Total Credits: 60

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 and Spring

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 and Summer

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.

A co requisite of SWK 701 is required.

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.

Pre requisites: SWK 611 and SWK 621; Co

requisite: SWK 702

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.

Co requisites: SWK 611 and SWK 701

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 knowledge introduced in the first year of the two year MSW program. 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 practice 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. *Students must be active in the graduate Social Work plan or in the Advanced Standing Social Work student group to register.*

Credits: 3

Every Summer

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 student must be active in the graduate Social Work plan in order to register for this course.

Credits: 3

Every Fall and Spring

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.

A pre requisite of SWK 621 is required.

Credits: 3

Every Spring and Summer

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.

Pre-requisites: SWK 601, 602, 611, 612, 613, 621, 622, 701, 702 and 798 OR must be active in the Advanced Standing Social Work student group.

Credits: 3

Every Spring and Summer

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.

Pre-requisites: SWK 601, 602, 611, 612, 613, 621, 622, 701, 702 and 798 OR must be active in the Advanced Standing Social Work student group.

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.

Pre-requisites: SWK 601, 602, 611, 612, 613, 621, 622, 701, 702 and 798 OR must be active in the Advanced Standing Social Work student group.

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.

Pre-requisites: SWK 601, 602, 611, 612, 613, 621, 622, 701, 702 and 798 OR must be active in the Advanced Standing Social Work student group.

Credits: 3

Every Spring

SWK 633 Frnsc SWK & Domstc Viol- Legl,Cultrl,Ethnc & Religious Issues in Criminal & 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.

Pre-requisites: SWK 601, 602, 611, 612, 613, 621, 622, 701, 702 and 798 OR must be active in the Advanced Standing Social Work student group.

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.

Pre-requisites: SWK 601, 602, 611, 612, 613, 621, 622, 701, 702 and 798 OR must be active in the Advanced Standing Social Work student group.

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.

Pre-requisites: SWK 601, 602, 611, 612, 613, 621, 622, 701, 702 and 798 OR must be active in the Advanced Standing Social Work student group.

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.

Pre-requisites: SWK 601, 602, 611, 612, 613, 621,

622, 701, 702 and 798 OR must be active in the Advanced Standing Social Work student group.

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.

Pre-requisites: SWK 601, 602, 611, 612, 613, 621, 622, 701, 702 and 798 OR must be active in the Advanced Standing Social Work student group.

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.

Pre-requisites: SWK 601, 602, 611, 612, 613, 621, 622, 701, 702 and 798 OR must be active in the Advanced Standing Social Work student group.

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.

Pre-requisites: SWK 601, 602, 611, 612, 613, 621, 622, 701, 702 and 798 OR must be active in the Advanced Standing Social Work student group.

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.

Pre-requisites: SWK 601, 602, 611, 612, 613, 621, 622, 701, 702 and 798 OR must be active in the Advanced Standing Social Work student group.

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.

Pre-requisites: SWK 601, 602, 611, 612, 613, 621, 622, 701, 702 and 798 OR must be active in the Advanced Standing Social Work student group.

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.

A co requisite of SWK 611 is 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.

A co requisite of SWK 612 is 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.

Pre requisites: SWK 602, SWK 612, SWK 613, SWK 622 and SWK 702 OR must be active in the Advanced Standing Social Work student group

Credits: 3

Every Fall

SWK 704 Field Instruction IV

Field Instruction IV is the second course in the Advanced Curriculum/ Specialized Practice 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 Specialized Practice 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.

Pre-requisites: SWK 703 is require or must be active in the Advanced Standing Social Work student group.

Credits: 3

Every Spring

SWK 707 Thesis Research Consultation

In this first semester of thesis preparation, students complete the advanced study of the scientific method in the Social Work discipline, together with the preparation of a master's thesis proposal, and an outline of the thesis.

Credits: 3

Not Set

SWK 708 Thesis

The second semester of thesis preparation is devoted to the actual writing of the thesis.

Credits: 3

Not Set

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

On Demand

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.

Pre requisite: SWK 799 or must be active in the Advanced Standing Social Work student group

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 student must be active in the graduate Social Work plan in order to register for this course.

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.

Pre requisite: Must be active in the graduate Social Work plan or active in the Advanced Standing Social Work student group to register.

Credits: 3

Every Fall

LIU PHARMACY

LIU Pharmacy (The Arnold & Marie Schwartz College of Pharmacy and Health Sciences) offers the Bachelor of Professional Studies (BPS) in Pharmaceutical Studies as well as an entry-level, Doctor of Pharmacy (Pharm.D.) degree. Master of Science degrees are awarded in Pharmaceutics: Industrial Pharmacy, Pharmaceutics: Cosmetic Science, Drug Regulatory Affairs, Pharmacology/Toxicology, and Pharmacy Administration. For the Doctor of Philosophy in Pharmaceutical Sciences (Ph.D.) degree, there are two tracks to choose from Pharmaceutics, and Pharmacology/Toxicology.

Detailed information on the pharmacy programs is provided in the LIU Pharmacy Catalog.

For information, please visit the website at www.liu.edu/pharmacy.

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 Gerontology Primary Nurse Care Practitioner	1203.10	MS
Family Nurse Practitioner	1203.10	MS
Nursing	1203	BS

LIU Global

Major	Hegis Code	Degree
Global Studies	2210	BA

LIU Pharmacy

Major	Hegis Code	Degree
Drug Regulatory Affairs	1211	MS
Pharmaceutical Sciences	1214	Ph.D.
Pharmaceutical Studies	1211	BPS
Pharmaceutics	1211	MS.
Pharmacology / Toxicology	0409	MS
Pharmacy	1211	PharmD

Richard L. Conolly College of Liberal Arts and Sciences

Major	Hegis Code	Degree
Biochemistry	0414	BS
Biology	0401	BS
Chemistry	1905	BS
English	1501	BA
Political Science	2207	BA
Psychology	2001	BA

Roosevelt School

Major	Hegis Code	Degree
International Relations & Diplomacy	2210	BA

RocNation School of Music, Sports and Entertainment

Major	Hegis Code	Degree
Applied Music	1004	BA
Music Technology, Entrepreneurship & Production	1099	BFA
Sports Communication & Marketing	0601	BA
Sports Management	0599	BS, MS

School of Arts & Communication

Major	Hegis Code	Degree
Acting for Theatre, Film and Television	1007	BFA
Communication	0601	BA
Creative Writing	1507	MFA
Film and Television	1010	BFA
Journalism	0602	BA
Media Arts	0601	BA
Music Technology, Entrepreneurship & Production	1099	BFA
Writing & Producing for Television	0605	MFA

School of Business, Public Administration and Information Sciences

Major	Hegis Code	Degree
Accounting	0502	BS
Artificial Intelligence	0701	BS, MS
Business Administration	5004	AAS, BBA
Business	0506	MBA
Computer Science	0701	BS, MS
Data Analytics	0703	BS, MS
Entrepreneurship	0501	BS
Finance	0504	BS
Health Administration	1202	MPA
Marketing	0509	BS
Public Administration	2102	MPA

School of Education

Major	Hegis Code	Degree
Adolescence Inclusive Education	0803	MSEd
Applied Behavior Analysis	2099	Adv. Cert.
Bilingual Education	0899	Adv. Cert.
Childhood Education: 1st Initial	0802	BS, MSEd
Childhood / Early Childhood Education: Birth-Grade 2, Childhood Grade 1-6	0802	MSEd
Early Childhood Education: Birth-Grade 2	0802	MSEd, Adv. Cert.
Inclusive Early Childhood Education IECE (dual initial certification)	0808	BS
School Psychologist	0826	MSEd
Teaching Children with Disabilities: 1st Initial	0808	MSEd

School of Health Professions

Major	Hegis Code	Degree
Clinical Psychology		PhD
Diagnostic Medical Sonography	1225	BS

Exercise Science	1201	MS
Exercise Science and Wellness	1299	BS
Forensic Social Work	2104	Adv.Crt.
Health Sciences	1201	BS
Marriage and Family Therapy	2104	Adv.Crt./MS
Mental Health Counseling	2104	Adv.Crt/MS
Occupational Therapy	1208	BS / MS
Physical Therapy	1212	DPT
Physician Assistant Studies	1299.1	MS
Public Health	1214	MPH
Psychology		MA
Respiratory Care	1299	BS
Social Work	2104	BS, MSW
Speech-Language Pathology (Bilingual Extension available)	1220	MS

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