

**BROOKLYN CAMPUS
LONG ISLAND UNIVERSITY**

2011-2012

UNDERGRADUATE BULLETIN

BROOKLYN CAMPUS



Long Island University Brooklyn Campus

2011 - 2012 Undergraduate Bulletin

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

General Information: (718) 488-1000

www.liu.edu/brooklyn

Admissions: (718) 488-1011

Email: admissions@brooklyn.liu.edu

Notice to Students: The information in this publication is accurate as of September 1, 2011. However, circumstances may require that a given course be withdrawn or alternate offerings be made. Therefore, Long Island University reserves the right to amend the courses described herein and cannot guarantee enrollment into any specific course section. All applicants are reminded that the University is subject to policies promulgated by its Board of Trustees, as well as New York State and federal regulation. The University therefore reserves the right to effect changes in the curriculum, administration, tuition and fees, academic schedule, program offerings and other phases of school activity, at any time, without prior notice.

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

TABLE OF CONTENTS

LONG ISLAND UNIVERSITY	4	Institutional Advancement & Student Affairs	31
CAMPUSES OF LIU	5	After School Program - FUN (Family UNiversity)	31
Residential Campuses	5	Student Life & Leadership Development	31
Regional Campuses	6	SPECIAL PROGRAMS	33
GENERAL INFORMATION	7	University Honors Program	33
The Brooklyn Campus	7	Outreach Programs	33
Statement of Mission	7	Arthur O. Eve Higher Education Opportunity Program (HEOP)	34
DIRECTORY	8	Student Support Services	34
THE LONG ISLAND UNIVERSITY PLAN	9	CSTEP	34
ACADEMIC CALENDAR	10	GRADUATION REQUIREMENTS	35
ADMISSION	12	ACADEMIC REGULATIONS	37
INTEGRATED STUDENT FINANCIAL SERVICES	17	Definitions	38
Tuition & Fees	17	Administrative Regulations	38
Student Financial Aid	21	Honor Societies	40
THE LIBRARY	24	Departmental Honor Societies	40
STUDENT DEVELOPMENT & RETENTION	25	AWARDS	42
LEARNING RESOURCES	27	RICHARD L. CONOLLY COLLEGE OF LIBERAL ARTS AND SCIENCES	45
Academic Reinforcement Center	27	Fields of Study	46
Mathematics Center	27	HUMANITIES (DIVISION I)	47
Multimedia Language Laboratory	27	Communication Sciences and Disorders	47
Testing Center	27	English	54
Writing Center	27	Foreign Languages and Literature	60
FACILITIES	28	Humanities	63
Wellness, Recreation & Athletic Center (WRAC)	28	Philosophy	67
Residence Life and Housing	28	Africana Studies Program	71
Kumble Theatre	28	SCIENCE (DIVISION II)	72
Arnold & Marie Schwartz Gym	28	Biology	72
SERVICES	29	Chemistry and Biochemistry	82
Department of Information Technology	29	Mathematics	87
My LIU	29	Physics	91
Audiovisual Services	29	SOCIAL SCIENCE (DIVISION III)	92
University Health & Medical Services	30	Economics	92
Psychological Services Center	30	History	95
Veteran Services	30	Political Science	99
Alumni Association	30	Psychology	104
STUDENT LIFE	31	Sociology/Anthropology	108
Cultural Programs and Exhibitions	31	Social Science	117
International Students' Services	31		

COMMUNICATIONS, VISUAL AND PERFORMING ARTS (DIVISION IV)	122
Department of Journalism and Communication Studies	122
Media Arts	131
Performing Arts	141
Visual Arts	162
HONORS PROGRAM	169
SCHOOL OF BUSINESS, PUBLIC ADMINISTRATION AND INFORMATION SCIENCES	174
Accounting, Taxation and Law	175
Computer Science	178
Managerial Sciences	183
SCHOOL OF EDUCATION	192
Teaching and Learning	194
SCHOOL OF HEALTH PROFESSIONS	207
Athletic Training, Health and Exercise Science	208
Occupational Therapy	217
Physical Therapy	226
Physician Assistant Studies	226
Respiratory Care	227
Social Work	231
SCHOOL OF NURSING	235
ARNOLD & MARIE SCHWARTZ COLLEGE OF PHARMACY AND HEALTH SCIENCES	246
GLOBAL COLLEGE	248
SCHOOL OF CONTINUING STUDIES	250
BLENDED AND ONLINE LEARNING	253
APPROVED PROGRAMS	253
BROOKLYN CAMPUS FACULTY	257
BROOKLYN CAMPUS ADMINISTRATION	272
LIU TRUSTEES AND ADMINISTRATION	274

LONG ISLAND UNIVERSITY

In its ninth decade of providing access to the American dream through excellence in higher education, Long Island University is a multicampus, diverse, doctoral institution of higher learning. One of the largest and most comprehensive private universities in the country, Long Island University offers more than 550 undergraduate, graduate and doctoral degree programs and certificates, and educates over 24,000* students in degree-credit and continuing education programs in Brooklyn, Brookville (C.W. Post), Brentwood, Riverhead, Rockland and Westchester. The Arnold & Marie Schwartz College of Pharmacy and Health Sciences prepares students for successful careers in the fields of pharmacy and health care. The University's Global College provides a wide range of study abroad options at overseas centers in China, Costa Rica and India, and through program offerings in Australia, Taiwan, Thailand and Turkey.

Long Island University's more than 600 full-time faculty members provide outstanding instruction, which is supplemented by internships and cooperative education opportunities. The accomplishments of more than 182,000 living alumni are a testament to the success of its mission – providing the highest level of education to people from all walks of life. The University's NCAA Division I and II athletic teams, nationally renowned George Polk Awards in journalism and Tilles Center for the Performing Arts provide enrichment for students and the community.

**This number includes high school students enrolled in one or more degree-credit courses.*

Accreditation and Program Registration

Long Island University is accredited by the Commission on Higher Education of the Middle States Association of Colleges and Schools, 3624 Market Street, Philadelphia, PA 19104, (215) 662-5606. The Commission on Higher Education is an institutional accrediting agency recognized by the U.S. Secretary of Education and the Council for Higher Education Accreditation. The degree and certificate programs also are approved and registered by the New York State Department of Education.

CAMPUSES OF LONG ISLAND UNIVERSITY

The Residential Campuses

Brooklyn Campus

The Brooklyn Campus is distinguished by dynamic curricula reflecting the great urban community it serves. Distinctive programs encompass the arts and media, the natural sciences, business, social policy, urban education, the health professions, pharmacy and the health sciences, all on a pluralistic campus that draws insight and strength from differences. The Campus offers Ph.D. programs in clinical psychology and pharmaceuticals, the D.P.T. in physical therapy and the Pharm.D. in pharmacy. In the past year, the Brooklyn Campus has received more than \$3,000,000 in new external funding to support a variety of programs including faculty research, community outreach and student-centered projects.

Founded in 1926, the Brooklyn Campus is the original unit of Long Island University and its only one in New York City. The 11-acre site in downtown Brooklyn is convenient to many subway and bus lines and the Long Island Rail Road.

The Brooklyn Campus offers more than 200 associate, undergraduate, graduate, doctoral and certificate programs. Serving a diverse student body, its academic units include the Richard L. Conolly College of Liberal Arts and Sciences; the School of Business, Public Administration and Information Sciences; the School of Education; the School of Nursing; the School of Health Professions; and the Arnold & Marie Schwartz College of Pharmacy and Health Sciences. It is known for its nationally recognized Honors Program.

The \$45-million Wellness, Recreation and Athletic Center serves the Campus and the surrounding community, and the Cyber Café provides a high-tech hot spot for students and faculty members to meet and eat.

C.W. Post Campus

The C.W. Post Campus is distinguished by programs of excellence and small classes in five schools of study: College of Education and Information Sciences, College of Liberal Arts and Sciences, College of Management, School of Health Professions and Nursing, and School of Visual and Performing Arts. The wooded suburban campus, only 20 miles from New York City, is home to the renowned Tilles Center for the Performing Arts, Hillwood Art Museum and WCWP-FM. C.W. Post offers the Ph.D. in information studies, the Psy.D. in clinical psychology and the Ed.D. in interdisciplinary educational studies.

The Campus was established on the former estate of cereal heiress Marjorie Merriweather Post in 1954 to accommodate the growing educational needs of Nassau County following World War II. Named for breakfast cereal magnate Charles William Post, C.W. Post offers its full-time, part-time and non-credit students a comprehensive range of more than 240 associate, undergraduate, graduate, and doctoral degree programs and certificates. In addition, the Campus offers college credit courses to high school students in area schools.

The Campus is recognized as one of the nation's most beautiful academic settings. Modern buildings range from an acclaimed student union to an elegant library. Beautiful red-brick academic buildings, including Humanities Hall, Pell Hall/Life Science and the Kahn Discovery Center, are outfitted with wireless classrooms, major-specific laboratories and computer centers. C.W. Post's award-winning cooperative education program is nationally renowned for its extensive career counseling and job placement services.

Fifteen NCAA men's and women's sports teams take advantage of C.W. Post's 70 acres of playing fields. Clubs, fraternities and sororities provide many other outlets for student activities. C.W. Post's \$18-million Pratt Recreation Center is a state-of-the-art health and fitness facility featuring an eight-lane swimming pool, three full-size basketball courts, racquetball courts and an elevated jogging track.

Tilles Center for the Performing Arts, Long Island's premier concert facility, brings Carnegie Hall and Lincoln Center to the Campus with world-class jazz, rock, folk music, dance, mime, orchestral and chamber music performances.

The Regional Campuses

Brentwood Campus

The Brentwood Campus of Long Island University has been offering undergraduate and graduate programs to residents of Suffolk County, Long Island since 1959. The Campus is located on Second Avenue in Brentwood, on 172 acres of tree-lined property owned by the Sisters of St. Joseph.

The Brentwood Campus has been an innovator in developing fast-track master's degree programs for working professionals who wish to accelerate their studies. These programs offer a set schedule of courses and a reduced tuition rate. Qualified applicants enroll as a cohort and proceed to earn the M.S. in criminal justice. A Master in Business Administration (M.B.A.) also is offered.

The Campus offers M.S. degrees in early childhood education B-2, childhood education 1-6, childhood education/special education, childhood education/literacy education B-6, mental health counseling and school counselor, as well as the M.S.Ed. in literacy B-6 and special education 1-6.

Graduate courses are offered in conjunction with a number of different programs at the C.W. Post Campus, including library and information science. The Campus also offers an undergraduate program in criminal justice.

Classes are small and personalized. Students take advantage of a full range of computer and library facilities by networking with the University's mainframe systems. The Campus schedules most of its courses during late afternoons, evenings and weekends.

Hudson Graduate Centers

For more than a quarter of a century, Long Island University has been offering graduate degree and certificate programs in Rockland and Westchester Counties. The Hudson Graduate Center at Rockland is conveniently located near the Palisades Parkway in Orangeburg, N.Y., just two miles from the New Jersey border. The Hudson Graduate Center at Westchester is located in a state-of-the-art facility on the grounds of Purchase College, which features high-tech classrooms designed for adult learners. Both Centers boast technologically advanced library resources and mainframe-networked computer labs, and offer small classes with personalized instruction delivered by full-time and adjunct faculty members who bring a wealth of practical experience and an understanding of career trends to the classroom.

Students enroll as degree candidates or as non-degree students who wish to pursue graduate courses for personal enrichment or professional advancement. Most classes in Rockland and Westchester are held in the late afternoons, in the evenings and on weekends to meet the scheduling needs of working adults. Program offerings include: business (M.B.A. and/or advanced certificate); health or public administration (M.P.A. and advanced certificate in gerontology); educational leadership (M.S.Ed. and/or advanced certificate); education (M.S.Ed. and/or advanced certificate) in the areas of childhood – grades 1-6, early childhood, middle childhood and adolescence – grades 5-12, special education, autism, literacy, bilingual, TESOL, bilingual extension, gifted extension, writing and reading, school counseling and school psychology; marriage and family therapy (M.S.); mental health counseling (M.S.); and pharmaceuticals (M.S.) with specializations in industrial pharmacy and cosmetic science. The Palmer School of Library and Information Science, which is based at the University's C.W. Post Campus, also offers a rich array of graduate-level courses at the Hudson Graduate Center at Westchester.

Long Island University at Riverhead

Long Island University at Riverhead offers high-quality undergraduate and graduate courses and programs to residents of Long Island's East End. Conveniently located on Suffolk County Community College's Eastern Campus, just 10 minutes from exit 70 on the Long Island Expressway, it provides working adults and recent baccalaureate graduates with the opportunity to pursue a private education during the evenings and weekends.

Offerings include the upper division B.S. in childhood education (grades 1-6), the upper division B.A. in communication studies - new media, the M.S. in childhood education (grades 1 – 6), the M.S. in literacy education (birth – grade 6), the M.S. in teaching students with disabilities (grades 1 – 6 or generalist grades 7 – 12) and an advanced certificate in applied behavior analysis. In addition, an M.S. and an advanced certificate in homeland security management are offered fully online. The Homeland Security Management Institute features comprehensive curricula designed by professionals for professionals. Faculty members and guest lecturers include some of the top names in law enforcement, counterterrorism and government.

GENERAL INFORMATION

The Brooklyn Campus

Statement of Mission

Expressed in its still relevant motto — *Urbi et Orbi* — the mission of Long Island University since 1926 has been to open the doors of the city and the world to men and women of all ethnic and socioeconomic backgrounds who wish to achieve the satisfaction of the educated life and to serve the public good. Its mission is to awaken, enlighten and expand the minds of its students. Generation after generation, the students who have enrolled in the Brooklyn Campus of Long Island University have come from varied, primarily urban backgrounds. Like their predecessors, many of today's students are new to America and new to the English language or are the first in their families to seek a university education. At the Brooklyn Campus, all students find an academic community where cultural, ethnic, religious, racial, sexual and individual differences are respected and where commonalities are affirmed. Such a stance requires the campus to be open and welcoming, even as it maintains respect for intellectual, cultural and academic traditions.

Nationally recruited, the faculty has a strong commitment to teaching, to personal advisement of students, to the fullest range of scholarship, and to faculty development and service. The Brooklyn Campus recognizes both the faculty's training and experience and the character of its diverse student body as two of its greatest strengths and challenges. No matter what their background or generation, students come to the Brooklyn Campus to build the educational and intellectual foundations for successful personal lives and careers. The campus faculty and administration believe that a liberal education, along with careful preparation for a fulfilling career, is the best way to achieve that end.

To carry out its mission, the Brooklyn Campus offers comprehensive undergraduate curricula, supported by advanced courses for specialized knowledge and graduate programs in those areas in which it has developed strength or has a unique contribution to make. In addition, the campus designs programs to permit students to acquire essential literacies, intellectual curiosity, analytic and reasoning skills, and effective communication skills. By doing so, the campus serves as a conservator of knowledge, a source and promulgator of new knowledge, and a resource for the community it serves.

Undergraduate and Graduate Offerings

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

The **School of Business, Public Administration and Information Sciences** offers, on the undergraduate level, the degrees of Associate in Applied Science in Business Administration; Bachelor of Science in Accounting, Computer Science, Finance, Management, and Marketing. On the graduate level, the School offers the Bachelor of Science/ Master of Science in Accounting; Master of Business Administration (M.B.A.); Master of Business Administration in Accounting (M.B.A. Accounting); Master of Science in Accounting, Computer Science, Human Resource Management, Taxation, Master of Public Administration (M.P.A.) and M.P.A. in Health Administration. It also offers Advanced Certificates in Gerontology Administration and Not-for-Profit Management.

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

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

The **School of Nursing** offers the Bachelor of Science with a major in Nursing for generic, RN-BS and 2nd degree students, the Master of Science in Adult Nurse Practitioner and Family Nurse

Practitioner, in Executive Program for Nursing, Health Care Management, and in Nurse Educator. The following Advanced Certificates are offered: Adult Nurse Practitioner, Family Nurse Practitioner, and Education for Nurses. The School of Nursing offers accelerated R.N.-B.S./M.S. Adult Nurse Practitioner and R.N.-B.S./M.S. Nurse Executive dual degree programs.

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

The **Global College** is designed for those students who desire an international experience during their college years, while earning a Bachelor of Arts degree.

DIRECTORY

Department Name	Phone	Office Hours	Email/Website
Admissions	718-488-1011	(M-Th) 8 a.m.-5:30 p.m. (F) 9 a.m.-5 p.m. Summer hours: (M-F)8 a.m.-5 p.m.	admissions@brooklyn.liu.edu www.liu.edu/brooklyn/admissions
Richard L. Conolly College	718-488-1003	(M,Th,F) 9 a.m.-5 p.m. (Tu,W) 9 a.m.-6:30 p.m.	www.liu.edu/brooklyn/conolly
School of Business, Public Administration and Information Sciences	718-488-1130	(M-Th) 9 a.m.-7 p.m. (F) 9 a.m.-5 p.m.	business@brooklyn.liu.edu www.liu.edu/brooklyn/sbpais
School of Education	718-488-1055	(M-Th) 9 a.m.-6:30 p.m. (F) 9 a.m.-5 p.m. Summer (M-Th) 9:00 a.m-6 p.m. (F) 9 a.m.-5p.m.	www.liu.edu/brooklyn/education
School of Health Professions	718-780-6578	(M-F) 9 a.m.-5 p.m.	www.liu.edu/brooklyn/health
School of Nursing	718-488-1059	(M-F) 9 a.m.-5 p.m. Summer (M-Th) 9 a.m.-6 p.m.	www.liu.edu/brooklyn/nursing
The Office of Student Development and Retention	718-488-1042	(M,Th,F) 9 a.m-5 p.m. (Tu,W) 9 a.m-6:30 p.m.	www.liu.edu/brooklyn/osdr
Arnold & Marie Schwartz College of Pharmacy and Health Sciences	718-488-1004	(M-F) 9 a.m.-5 p.m.	www.liu.edu/brooklyn/pharmacy
Global College	718-780-4312	(M-F) 9 a.m.-5 p.m.	globalcollege@liu.edu www.liu.edu/brooklyn/globalcollege
Integrated Student Financial Services	718-488-1038	(M,Th,F) 9 a.m.-5 p.m. (Tu,W) 9 a.m.-6:30 p.m.	isfs@brooklyn.liu.edu www.liu.edu/brooklyn/financial-services
International Students	718-488-1216	(M,Th,F) 9 a.m.-5 p.m. (Tu,W) 9 a.m.-6:30 p.m.	www.liu.edu/brooklyn/international-students
Library	718-780-4513	(M,W,Th) 8 a.m. – 10 p.m. (Tu) 9 a.m. – 10 p.m. (F) 9 a.m. – 5 p.m. (Sat.) 9 a.m. – 6 p.m. (Sun.) 11 a.m. – 5 p.m. Summer (M-Th) 9 a.m. – 8 p.m. (Sat.) 9 a.m. – 6 p.m.	www.liu.edu/brooklyn/library
Registrar	718-488-1013	(M,Th,F) 9 a.m.-5 p.m. (Tu,W) 10:30 a.m.-6:30 p.m. Summer (M,Th) 9 a.m.-5 p.m. (Tu,W) 10:30 a.m.-6:30p.m. (F) 9 a.m.-4 p.m.	www.liu.edu/brooklyn/registrar
Residence Life and Housing	718-488-1046	(M-Th) 9 a.m.-7 p.m. (F) 9 a.m.-5 p.m.	www.liu.edu/brooklyn/reslife
School of Continuing Studies	718-488-1010	(M-Th) 9 a.m.-6:30 p.m. (F) 9 a.m.-5 p.m.	scsinfo@brooklyn.liu.edu www.liu.edu/brooklyn/scs
Student Leadership and Development	718-488-1216	(M,Th,F) 9 a.m.-5 p.m. (Tu,W) 9:00 a.m.-6:30 p.m.	www.liu.edu/brooklyn/studentactivities

THE LONG ISLAND UNIVERSITY PLAN

In January, 1988, the Board of Trustees approved an expansion of educational options linked to supporting services at the University's residential campuses. This integrative approach, known as The Long Island University Plan (LIU Plan), involves close collaboration among many segments of academic and advisement personnel. The primary goal of the LIU Plan is to help students develop a full sense of their own interests and abilities and to help them identify early the many resources the University provides as they begin to shape their education and their future.

Statement of Mission

The purpose of the LIU Plan is to provide students with a truly holistic approach to their academic, personal and professional development.

Drawing on the university's diverse campus life, the LIU Plan seeks to empower students to take charge of their education and lives through comprehensive academic advising, career counseling, and support programs within the Office of Student Development and Retention.

Allowing students to work closely with a broad range of specialized advisers and counselors, the LIU Plan enables students to develop skills and talents that can lead to responsible, well-informed and successful lives.

Counseling: The Keystone

The LIU plan is tied together within the Office of Student Development and Retention by a multifaceted approach to student development that encompasses the unique needs of freshmen, sophomores and upperclassmen. First Year Programs emphasizes college readiness and community engagement throughout a multilayered transitional program for all entering freshmen that includes Freshman Advising, New Student Orientation and a variety of learning communities. Students are introduced to core requirement and major prerequisites as early as New Student Orientation, as well as the technological means to make their own well-informed academic decisions. Sophomore Year Programs continues to focus on academic success and major exploration while introducing students to the foundations of professional and personal development. Students entering professional programs may consult with Sophomore Year Counselors in preparing for the rigorous application process and all students are invited to participate in Sophomore Year Program's signature service: the Scholarship Assistance Program. The Office of Career Services and Senior Year Advising focuses on the career readiness of all students as well as the crucial transitional needs of graduating seniors. Students can meet with a Career Counselor to help

them identify their own career values, goals, interests and abilities. Juniors and Seniors can also meet with a counselor to receive assistance in navigating their degree audit and narrowing the path to graduation. Together, these counselors and advisers are dedicated to crafting individual plans for success to meet the individualized needs of all LIU students.

The Experience Factor

Through professional-level experience students learn much about themselves and their career options; therefore, the LIU Plan provides students with a wealth of experiential education opportunities. With the belief that undergraduate education is both enhanced and broadened by exposure to different settings, opportunities for internships, service learning and leadership development are designed to provide students with both challenge and variety. Consultation between campus departments and the Office of Student Development & Retention ensures students' professional development and permits close linkages between work and life experiences with students' academic growth. Workplace experience can also provide professional-level income to help with the costs of college; the opportunity to make valuable contact with major corporations, government, business and professional firms, and educational and cultural institutions; the credentials attractive both to prospective employers and graduate programs; and the chance to test a career field or investigate advanced study. Courses and workshops clustered around direct experience range from immersion-learning in First Year Program's Academic Community for Exploration to extended systematic exploration throughout the sophomore year and beyond, culminating in the Cooperative Education Program. In collaboration with First Year Programs and the Cooperative Education I: Career Readiness course, the Cooperative Education Program is an agency through which students are guided to personal accomplishment, professional mentoring, and preparation for the world of work. The experience with the Cooperative Education Program is extended throughout undergraduate studies to include leadership roles, whether through engagement in campus activities and clubs or through academic excellence and recognition by honors societies housed in various offices.

Essential Literacies and Academic Excellence

The best employers and graduate and professional schools look for qualities of the mind and imagination that distinguish independent thinkers and leaders. The LIU Plan seeks to develop essential literacies to assure students develop the financial, technological, academic, and life skills necessary to succeed in the workplace

and as global citizens. The University encourages its students to take a long-range view of their own potential and to acquire the knowledge and skills needed to ensure a lifetime of personal growth and progress. Through its core curriculum, specialized advisement through the LIU Plan, skills training, and emphasis on experiential education, the University further seeks to prepare its students for the demands of conflicting arenas in a fast-moving and changing society.

ACADEMIC CALENDAR 2011-2012

Fall 2011

In-Person Registration	Aug. 22 - Sept. 2, 2011 (Mon. - Fri.)
Labor Day Holiday	Sept. 5, 2011
Convocation Day	Sept. 6, 2011
Weekday Classes Begin	Sept. 7, 2011
Late registration and program changes	Sept. 7-13, 2011
Semester Classes Meeting Saturday & Sunday begin	Sept. 10 & 11, 2011
First Weekend Session Classes Begin	Sept. 10 & 11, 2011
Late Registration Ends	Sept. 13, 2011
Awarding of September Degrees	Sept. 16, 2011
Deferred Final Exams	Oct. 3, 2011
Last Day to Apply for January Degree	Oct. 7, 2011
Last Day to Apply for Comprehensive Examination	Oct. 7, 2011
Midterm Examinations – Classes in Session	Oct. 17-28, 2011
First Weekend Session Final Examinations	Oct. 22-23, 2011
Second Weekend Sessions Classes Begin	Oct. 29-30, 2011
Last Day to Withdraw from Undergraduate Courses	Nov. 2, 2011
Election Day Classes in Session	Nov. 8, 2011
Last Day to Submit Thesis and Complete Degree Requirements	Nov. 16, 2011
Wednesday Follows a Friday Schedule	Nov. 23, 2011
Fall Recess Begins	Nov. 24, 2011
Classes Resume	Nov. 26, 2011
Second Weekend Session Final Examinations	Dec. 10 & 11, 2011
Semester Classes Meeting Saturday & Sunday End	Dec. 10 & 11, 2011
Semester Classes Meeting Monday – Friday End	Dec. 15, 2011
Last Day to Withdraw from Graduate Courses	Dec. 15, 2011
Final Examinations Undergraduate & Graduate	Dec. 16 - 22, 2011
Last Day to Complete Withdrawal Appeal Process	Dec. 22, 2011
Winter Recess Begins	Dec. 23, 2011

Spring 2012

In-Person Registration	Jan. 3 - 13, 16, 2012
Martin Luther King Jr. Day	Jan. 16, 2012
Weekday Classes Begin	Jan. 17, 2012
Late Registration and Program Changes	Jan. 17-20, 23, 2012
Awarding of January Degrees	Jan. 20, 2012
Semester Classes Meeting Saturday & Sunday Begin	Jan. 21 - 22, 2012
First Weekend Session Classes Begin	Jan. 21 - 22, 2012
Late registration ends	Jan. 23, 2012
Deferred Final Examinations	Jan. 30, 2012
Last Day to Apply for May Degree	Feb. 3, 2012
Last Day to Apply for Comprehensive Examination	Feb. 3, 2012
President's Day – No Classes	Feb. 20, 2012
Tuesday Follows a Monday Schedule	Feb. 21, 2012
Midterm Examinations - Classes in Session	Feb. 27 - March 9, 2012
First Weekend Session Final Examinations	Mar. 3 & 4, 2012
Second Weekend Session Classes Begin	Mar. 10 & 11, 2012
Spring Recess Begins	Mar. 12, 2012
Classes Resume	Mar. 19, 2012
Last Day to Withdraw from Undergraduate Courses	Mar. 21, 2012
Last Day to Submit Thesis and Complete Degree Requirements	Apr. 6, 2012
Second Weekend Session Final Examinations	Apr. 28 & 29, 2012
Semester Classes Meeting Saturday & Sunday End	Apr. 28 & 29, 2012
Semester Classes Meeting Monday - Friday End	May 1, 2012
Last Day to Withdraw from Graduate Courses	May 1, 2012
Study Day	May 2, 2012
Final Examinations Undergraduate & Graduate	May 3 - 9, 2012
Last Day to Complete Withdrawal Appeal Process	May 9, 2012
Commencement Ceremony	May 10, 2012
Conferral of May Degrees	May 11, 2012

Summer I 2012

Registration & Program Changes	May. 10 & 11, 2012
Weekend Session Classes Begin	May 12 & 13, 2012
Weekday Classes Begin	May 14, 2012
Late Registration Ends	May 15, 2012
Last Day to Withdraw from Undergraduate Course	May 22, 2012
Memorial Day Holiday	May 26 - 28, 2012
Deferred Final Examinations	June 4, 2012
Last Day to Apply for September Degree	June 6, 2012
Last Day to Apply for Comprehensive Examination	June 6, 2012
Weekend Session Final Examinations	June 23 & 24, 2012
Last Day of Classes	June 25, 2012
Last Day to Withdraw from Graduate Courses	June 25, 2012
Last Day to Complete Withdrawal Appeal Process	June 25, 2012
Final Examinations	Last Class Meeting

Summer II 2012

Registration & Program Changes	June 27 & June 28, 2012
No Registration or Program Changes	June 29, 2012
Weekday Classes Begin	July 2, 2012
Late Registration Ends	July 3, 2012
Independance Day Holiday	July 4, 2012
Weekend Session Classes Begin	July 7 & 8, 2012
Monday follows a Wednesday Schedule	July 9, 2012
Last Day to Withdraw from Undergraduate Courses	July 11, 2012
Weekend Session Final Examinations	August 11 & 12, 2012
Last Weekday Class	August 13, 2012
Last Day to Submit Thesis and Complete Degree Requirements	August 13, 2012
Last Day to Withdraw from Graduate Courses	August 13, 2012
Last Day to Complete Withdrawal Appeal Process	August 13, 2012
Final Examinations	Last Class Meeting

ADMISSION

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

Admission Policies and Procedures

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

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

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

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

Freshmen:

- students graduating high school in the same year as the term for which they intend to enroll AND less than 24 transferrable credits
- or students enrolled in post-secondary instruction with less than 24 transferrable credits
- or students who have completed the criteria for a high school diploma but have not enrolled in

post-secondary education

Transfer:

- students previously and/or currently enrolled, part-time or full-time, in community college, college or university with 24 or more transferrable credits.
- or students who have previously completed an associate's degree at a regionally accredited college or university
- or students who have previously completed a bachelor's degree and are applying to the professional phase of Pharmacy, Nursing, Athletic Training, or Occupational Therapy.

International:

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

Visiting:

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

Application Process and Program Deadlines

While most programs do not have a specific application deadlines the sooner a student submits a completed application for review the earlier the student could receive a final admission decision. Students applying to the Brooklyn Campus of Long Island University are encouraged to submit their completed application no later than April 15th for the fall term and December 1st for the spring term to ensure that an admission decision can be completed in a timely manner to enroll. (*International students are strongly encouraged to submit their application for review no later than May 1 for the fall term and November 1 for the spring term.*)

While the University recommends deadlines for submitting an application for admission, Long Island University Brooklyn Campus does honor a rolling admission process.

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

Program	Deadline for fall 2012 entry
Doctor of Pharmacy (professional phase)	January 5, 2012
Occupational Therapy (professional phase)	February 1, 2012
Speech Language Pathology (B.S./M.S.)	March 30, 2012

Complete Applications

Application evaluation is based on several criteria including program space availability. Students are encouraged to submit completed (see

"complete application guidelines" below) applications as early as possible for the preferred term of entry so as to be given full consideration for admission.

Complete application Guidelines :

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

Freshmen Applicants :

- LIU-Brooklyn application form (paper or online) or The Common Application (paper or online), including the Brooklyn Campus supplement, with a non-refundable application fee of \$40.00 USD; students may request a fee waiver from the College Board or National Association for College Admission Counseling (NACAC).
- Official transcripts from your high school showing the most recent, completed coursework; or official copy of GED score report. Current high school seniors are encouraged to submit senior year grades and, in some cases, first-quarter or mid-year grades will be required for review. Applicants who have graduated from high school should provide an official, final transcript that shows proof of high school graduation.
- Official copy of SAT or ACT test scores from ETS if not included on your official high school transcript (see "Standardized Testing: SAT, ACT, and tests of English as a foreign language" for more information).
- Official copy of TOEFL, IELTS or iBT if English is not the student's native language; students may also provide evidence of English proficiency with a minimum of 420 or higher on the SAT Critical Reading section.
- One letter of recommendation from instructor, guidance counselor, adviser or supervisor is required. (Additional requirements related to letters of recommendations may apply; see specific program guidelines below.)
- 250 word minimum personal statement

Transfer Applicants :

- LIU-Brooklyn application form (paper or online) or The Common Application (paper or online), including the Brooklyn Campus supplement, with a non-refundable application fee of \$40.00 USD.
- Official transcripts from each college or university attended (additional course descriptions may be required for admissions or credit evaluation).
- Transfer students with fewer than 24 college credits must submit an official high school transcript showing proof of graduation or official copy of GED score report.
- Official copy of SAT or ACT test scores from ETS if not included on your official high school transcript (see "Standardized Testing: SAT, ACT and test of English as a foreign

language" for more information."

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

International Applicants:

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

- Students must submit official transcripts in original language with English translation/evaluation (if applicable) from an approved evaluator. Transfer students are required to submit a course-by-course evaluation of courses taken at the postsecondary level outside the United States.
- Official copy of TOEFL, IELTS or iBT if English is not the student's native language; students may also provide evidence of English proficiency with a minimum of 420 or higher on the SAT Critical Reading section .
- All applicants seeking an F-1 student visa are required to submit an affidavit of financial support equaling one year of tuition, room and board. (Please visit the website at www.liu.edu/admissions to review the total required for proof of financial support.)
- **Pharmacy (professional phase) applicants:** Students must apply through the pharmcas.org website AND submit a supplemental application directly to the Office of Admission by the listed deadline date. Candidacy for the program may be affected by missing deadline dates and/or failing to comply with the application procedures.
- **Occupational Therapy (professional phase) applicants:** Students must apply through the otcas.org website AND submit a supplemental application directly to the Office of Admissions by the listed deadline date. Candidacy for the program may be affected by missing deadline dates and/or failing to comply with the application procedures.
- **Letters of Recommendation and Interview requirements:** In general, admission interviews are not required. However, the programs listed above include an interview in their departmental review process. If the department requires an interview, your final admission decision will be pending until your interview is completed.

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

Auditions and Portfolio Requirements

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

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

Students applying to the Music program are not required to audition prior to admission but will be required to audition prior to enrollment. Please visit www.liu.edu/brooklyn/music.

Submitting Applications and Supporting Credentials

Students applying using a paper application are required to send the application, along with the \$40.00 application fee (check or money order) to:
 Long Island University
 Brooklyn Campus
 Office of Admissions
 1 University Plaza
 Brooklyn, New York 11201

Students applying using the on-line application are required to send the \$40.00 application fee (check or money order) to the address listed above.

Students utilizing The Common Application should follow the application instructions and mailing instructions published on-line, or paper, with The Common Application.

All applicants must send supporting application materials--official transcripts, recommendations, and personal statement (if not submitted on-line) to:

Long Island University
 Brooklyn Campus
 Admissions Processing Center
 P.O. Box 810
 Randolph, Massachusetts 02368-0810

- Place the credential cover sheet (found on-line at www.liu.edu/brooklyn/admissions/forms-documents or as part of the paper application)

as the top sheet of the package sent to the processing center.

- Do Not send slides, photographs, portfolios, CD's, DVD's, awards, newspaper articles, checks or cash.
- SAT, ACT, TOEFL or IELTS score are to be sent electronically to the Brooklyn Campus (Code: 2369) from the testing agency or sent directly to the Brooklyn Campus Office of Admissions.
- **International applicants please forward all materials to the LIU Brooklyn Campus Office of Admissions.**

Admission to the University

Freshmen Students

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

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

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

- 4 Carnegie units of English
- 3 Carnegie units of mathematics (Algebra I, II and Geometry)
- 3 Carnegie units of sciences (w/ laboratory)
- 3 Carnegie units of social science
- 2 Carnegie units of foreign language (in

sequence)

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

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

Transfer Students

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

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

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

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

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

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

Students wishing to transfer from other campuses of Long Island University are required to complete the Brooklyn Campus application for new students and must be in good academic standing. Transcripts and copies of the student's original records will be sent upon filing a request form in the Registrar's Office of the parent institution. Admission to Brooklyn Campus programs is not guaranteed and is subject to a complete application evaluation.

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

Possible exceptions to the foregoing may occur for Education majors, Physical Education majors, Health Science majors, professional phase Pharmacy students, professional phase Nursing majors, Science majors, Accounting majors intending to qualify to sit for the CPA examinations, students intending to major in a field other than that for which they received the associate degree, professional phase Pharmacy students and students planning to prepare to teach at the secondary school level.

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

The Brooklyn Campus of Long Island University has articulation agreements with Kingsborough Community College, LaGuardia Community College, Borough of Manhattan Community College, New York City College of Technology and Bergen Community College for selected plans of study in the School of Business, Public Administration and Information Sciences, the School of Education and the School of Health Professions. More information regarding these agreements and to find out about additional agreements as they are developed can be found on the Admissions website at

www.liu.edu/brooklyn/admissions.

International Students

International students are welcomed to study at the Brooklyn Campus. Freshmen and transfer students are evaluated for overall academic achievement as well as English language proficiency. Students meeting the academic admission standards for a program of study but not meeting English proficiency requirements (61-79) may be offered Conditional Admission to the Brooklyn Campus. Students offered conditional admissions may enroll in a degree program after successfully completing the ELI level 8 of the Intensive English Language Program or providing evidence of English proficiency.

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

Long Island University requires the following information to prepare a Form I-20:

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

Long Island University will send the I-20 Form to the applicant after he or she has gained admission, submitted evidence of financial support and submitted the tuition deposit in the amount of \$250.00 (USD).

Notification of Admission

Decision

Please note: the Office of Admissions utilizes a blend of mediums to communicate with students including: traditional mailings through USPS, e-mail, Facebook notifications and telephone outreach. Please be sure to check all addresses and points of contact for messages from the Office of Admissions and other Enrollment Offices.

Acceptance

Students will be notified of the admissions decision including the program of study if admitted, shortly after all the necessary documents (application, official transcript(s), and official test score report) are received. Students admitted on or before April 1st for the fall term are required to indicate their intent to enroll no later than May 1st.

Students admitted after April 1st for the fall term, or admitted for the spring term, are required to indicate their intent to enroll by the date indicated on their offer of admission. Students must indicate their intent to enroll by submitting a \$200 USD non-refundable deposit (check or money order); the deposit amount may vary for some programs of study. Please refer to the offer of admission for the exact amount required. Some students may also need to make additional deposits to secure housing. The deposit is applied to the first semester's tuition. Students with questions about the required deposit should contact the Office of Admission for assistance.

Deny

Student not offered admission to their primary choice of study will be evaluated automatically for alternative choice majors and may be evaluated for admission to PAS (Program for Academic Success). Students not admitted to the University are strongly encouraged to pursue other academic options and welcome to reapply for a future term.

Wait List

In some cases, depending on space availability, the Office of Admission may offer a candidate a place on a Wait List. The Brooklyn Campus Wait List decision is neither an offer of admission nor a decision to deny admission. The Wait List indicates that the student will be notified, generally after May 1st, if space has become available in the program of choice. Students offered a place on the Wait List will be given the opportunity to indicate an alternate choice of program, if not listed on the application, for admission review. Admission to the alternate choice of review is not guaranteed. If a student is admitted to the alternate choice they will no longer be eligible for admission to the original choice of major and taken off the Wait List for that program.

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

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

Deferring and Reactivating

Students admitted for a current/active term may elect to enroll in a future term. In order to qualify for a deferral or reactivation, students must:

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

Students who wish to "defer" are not intending

to enroll in courses at any other college or university. Deferred students will be moved to a future term without re-evaluation of academic record.

Reactivated students are requesting that their application be moved to a future term for consideration. However, admission for that future term is not guaranteed. Often students electing to enroll at another college or university for the interim between original admit term and future intended enrollment term are considered "reactivated" students. Reactivated applicants must submit all updated academic records for the re-evaluation process.

New Student Enrollment

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

- Once the tuition deposit/intent to enroll is received students will receive a *New Student Enrollment Guide* that outlines important "next steps" and enrollment information.
- International students are required to pay a deposit in order to receive their I-20. Once students receive their I-20 released by the Brooklyn Campus they are able to begin the process of obtaining an F-1, M-1 or J-1 visa to study in the United States.
- Students are required to submit all final official transcripts (high school and/or college transcripts) prior to enrolling in the fall
- Students may also be required to submit additional information or meet admissions conditions (some conditions may require completion through the student's first semester or first year of study). It is the student's responsibility to follow through with completing their admission/enrollment conditions. Failure to do so may impact future term registration.
- Students planning to live on campus are required to submit a separate housing deposit along with a housing application. Students who submit an application are not guaranteed housing. However, every effort will be made to meet students' request for accommodations.
- Students are encouraged to complete the Free Application for Federal Student Aid (FAFSA). The FAFSA is used to award students financial assistance including any University merit-based scholarships that the student is awarded.
- Students are required to complete and return health and immunization forms to the University Health and Medical Services Office.
- Freshmen students will receive mathematics and English placement information from Freshmen Advising prior to attending New Student Orientation. Transfer students with less than 24 credits and no evidence of completing

the equivalent of the Brooklyn Campus English and mathematics requirements will be required to take the Brooklyn Campus placement exam. Students who wish to continue foreign language studied in high school must be placed at the appropriate level by the Foreign Languages Department.

- All new students will be required to attend New Student Orientation to register for their first semester courses and activate their MyLIU account. International New Student Orientation is held immediately preceding the start of the semester. Students will be able to sign-up for a New Student Orientation date once they have committed to attending the University.
- Students admitted to the professional phase of the Nursing program are required to complete the HESI A2 exam with a required minimum score of 75 in each area: vocabulary, grammar, reading comprehension, and mathematics section.
- Students who decide not to enroll at the Brooklyn Campus after committing to enrollment must:
 - Contact the Office of Admission
 - Notify the Registrar in writing (if registered for courses)
 - Contact the Integrated Student Financial Services Office

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

Policies Related to Enrollment and Admission Programs

Plan for Academic Success (PAS)

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

Plan for Academic Success requires students to be enrolled for one-year. At the successful conclusion of the PAS year, 24 credits and a cumulative GPA of a 2.0 or higher, students will be prepared and advised for transferring into a degree program offered at the Brooklyn Campus. However, students may not be eligible for all programs of study.

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

Veterans

The Brooklyn Campus 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 Veterans Affairs Office.

Readmission to the Brooklyn Campus

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

Probationary students who withdrew from the University and are applying for readmission must have the approval of the appropriate Dean from the school at which the student was last enrolled as a student. Students wishing to change their program will then be advised through the admission process and evaluated for admission into their new program of study.

Students who have been suspended or dismissed for academic reasons must have their applications for readmission referred to the appropriate committee on scholastic standing. Readmission applications for dismissed students must be filed no later than August 10 for the Fall semester, January 10 for the Spring semester, and May 10 for the Summer semester.

Visiting Students

Students attending and in good standing at other accredited colleges or universities who wish to enroll at the Brooklyn Campus of Long Island University may apply as Visiting Students (non-matriculated). Inquiries should be directed to the Office of Admissions. Admission as a Visiting Student does not imply admission to a degree program at the Brooklyn Campus, and Visiting Students are not eligible to receive Brooklyn Campus financial aid. Visiting Students who wish to pursue a degree at the Brooklyn Campus must apply at the Office of Admissions.

Student Support Services

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

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

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

Advanced Placement, International Baccalaureate, College Level Examination Program

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

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

Candidates who have participated in the College Level Examination Program of the College Entrance Examination Board should arrange to have their scores sent to the Office of Admissions. Placement may be granted for work that meets certain levels of achievement.

Adult Degree Completion Program

Long Island University's Brooklyn Campus Degree Completion Program provides guidance for adult students who are interested in going back to school to earn or to complete a degree, as well as those who are returning to enhance professional credentials or simply to enrich their lives.

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

Graduate Admissions Preparedness Program (GAPP)

The Long Island University Graduate Admissions Preparedness Program (GAPP) permits Brooklyn Campus and Arnold & Marie Schwartz College of Pharmacy and Health Sciences alumni who have held their Undergraduate or Professional degrees for two years or longer to register for a lifetime maximum of 12 credits in credit-bearing undergraduate courses at the Brooklyn Campus for which prerequisites have been completed. Some courses may require departmental approval. A \$200 registration fee is required per semester, but tuition is waived. Continuing Education and certificate courses are excluded from this program. This

program may enable alumni to undertake basic coursework, which may not have been completed as an undergraduate, in order to pursue a graduate degree. Participants may not register until the first week of classes. For further information, contact the Office of Admissions.

Graduation Rate

As reported to the U.S. Department of Education and the New York State Education Department in spring 2011, the graduation rate for first-time, full-time, bachelor's degree seeking undergraduates who enrolled in fall 2004 was 17 percent.

INTEGRATED STUDENT FINANCIAL SERVICES

Through a mix of personal and online services, the Office of Integrated Student Financial Services has developed a system that supports our students in managing all aspects of financing their education. The goals and objectives of the Office is to help students obtain maximum eligible financial aid awards, provide comprehensive counseling sessions, optimize payment arrangements, disseminate financial aid and billing information clearly and understandably, support the University's mission of access and excellence, and increase and assist in student retention efforts.

Using the University's convenient My LIU portal at my.liu.edu, you can view your financial aid status and account activity, pay your bill online, make online appointments with counselors, and view 'to do' items and 'holds' that help you complete required tasks to ensure your continued enrollment at the Brooklyn Campus. In addition to our convenient online student portal, our experienced financial aid counselors will work closely with you and your family to ensure you receive world-class service throughout your college experience.

TUITION AND FEES

Special Notes: Global College lists tuition and fees in their separate bulletin.

Tuition & Fees

The tuition, and fees, residence life, health insurance and other miscellaneous fee schedules listed below are at the prevailing rates for the 2011-2012 academic year. Rates for 2012-2013 will be announced on or about June 1, 2012. The University reserves the right to change the fees herein stated at any time without notice.

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

The University accepts payment by check, money order, AMEX, VISA, Discover, or MasterCard at the Office of Integrated Student Financial Services or online through your MyLIU account.

General Tuition and Fees

Tuition, per credit, per semester	\$938.00
Pharmacy, Pharm.D. Program Years 1-2:	
Tuition per credit, per semester (under 12 or over 18)	938.00
Tuition, flat rate, per semester (12-18 credits)	15,023.00
Pharmacy, Pharm.D. Program Years 3-5:	
Tuition per credit, per semester (under 12 or over 18)	1,104.00
Tuition, flat rate, per semester (12-18 credits)	17,650.00
Pharmacy, Pharm.D. program Year 6:	
Tuition per academic year	37,500.00
Tuition Deposit fee (nonrefundable)	100.00 - 500.00
Application fee (nonrefundable)	40.00

Orientation fee (entering and transfer students only)	55.00
Flex dollar program (students enrolled in 9 or more credits)	40.00
University fee, per semester:	
Students carrying 12 or more credits	690.00
Students carrying 11.9 credits or less	345.00
Student activity fee, per semester:	
Students carrying 12 or more credits	65.00
Students carrying 4.1 to 11.9 credits	55.00
Students carrying 4 credits or less flex dollars	No Fee
Audit fee (half tuition and full fees), per credit	469.00
Life Experience fee:	
0-3 credits	200.00
Each additional credit	100.00
Pharmacy Professional fee, per term	45.00
Course fees, per semester (see course descriptions).	

Residence Life

RESIDENCE HALLS

Deposit (submitted with housing application)	\$ 150.00
Fall and Spring Accommodations, per semester:	
Standard Conolly:	
Double	3,500.00
Triple	2,640.00
Suite Conolly:	
Double	4,170.00
Triple	3,820.00
Quad	3,980.00
Apartment Conolly:	
Double	5,110.00
Triple	4,650.00
Quad	5,250.00
Suite Hoyt:	
Double	5,180.00
Triple	4,910.00
Quad	5,080.00
Quintuple	5,460.00
Apartment Hoyt:	
Double	6,560.00
Triple	5,700.00
Fulton Apartment:	
Studio	8,500.00

1 Bedroom	9,200.00
2 Bedroom	9,200.00-10,100.00
3-6 Bedroom	8,700.00-9,100.00
Intersession (per week)	250.00
Summer Accommodations, per session:	
Suite Conolly:	
Double	1,670.00
Triple	1,600.00
Quad	1,530.00
Apartment Conolly:	
Double	1,910.00
Triple	1,780.00
Quad	1,700.00
Suite Hoyt:	
Double	2,260.00
Triple	1,710.00
Quad	2,040.00
Quintuple	2,340.00
Apartment Hoyt:	
Double	2,630.00
Triple	2,390.00
MEAL PLANS, per term	
Fall and Spring, per term:	
Carte Blanche	2,150.00
Declining Dollars	350.00
Resident students not living in apartment accommodations are required to participate in a meal plan. Declining dollars can be used at point of sale locations across the campus.	
Other Fees	
Transcript of record (on-line, in person, or via mail)	
Up to 10, per request	\$7.00
Above 10, per request	2.00
Replacement I.D. card	10.00
Late graduation application fee	50.00
Reinstatement of cancelled registration	100.00*
Delayed registration fee	200.00*
Late payment fees:	
First (assessed 45 days into the term)	50.00*
Second (assessed on the last day of the term)	100.00*
Deferred final examination fee per examination	
(maximum \$60.00)	20.00
General Comprehensive Examination fee	25.00
Returned check fee	25.00

University Payment Plan fee	35.00
Diploma Replacement fee	35.00

Repayment of returned checks and all future payments to the University from a student who has presented a bad check must be tendered via bank check, certified check, money order, AMEX, VISA, Discover or MasterCard.

*Students are expected to clear their bills before the start of classes. In the event that a student fails to do so, late payment fees will be assessed. Registered students who have not cleared their bill by the 45th day into the term will be obliged to pay a late payment fee of \$50.00. Bills not cleared by the last day of the term will be assessed an additional late fee of \$100.00. If a student's registration is canceled, the student will be required to pay a reinstatement fee of \$100.00 plus the late payment fees. If the reinstatement takes place one year or more after the semester has ended, current tuition rates will be charged. Any student who deliberately fails to register but attends classes with the intention of registering late in the term will be responsible for paying the delayed registration fee of \$200.00. If the registration takes place one year or more after the semester has ended, current tuition rates will be charged.

Student Health Insurance

Health Insurance:	
Rates for the Annual Plan	\$999.00
Rates for the Spring Semester (newly enrolled students), covers the policy period 1/1/12 - 5/15/12	619.00
Rates for the Summer Semester, covers the policy period 5/1/12 - 8/15/12	252.00
Pharmacy malpractice insurance fee, per term (years 3-6)	12.00

Health insurance (Compulsory for domestic resident students, all international students, intercollegiate athletes, and students assigned field work in a health care curriculum). Charges are billed for an annual plan in the Fall semester, covering the policy period 8/15/11 - 8/15/12. Charges are not reduced if a student does not reside in the Residence Hall for the Spring semester, or is no longer in a health care curriculum, since coverage continues to be effective over the full policy period.

Withdrawal Policy

If you register for courses and decide not to attend, you must officially withdraw your registration prior to the end of the first week of classes to avoid liability. You can withdraw online using your MyLIU account through the first week of the term. After the first week of classes, you must complete an **Application for Withdrawal Form** and receive official approval from the Office of the Registrar on your campus. **Non-attendance and/or non-payment do not constitute official withdrawal from the University.**

When a student withdraws, the University will refund tuition and fees as indicated in the following schedule.

Long Island University Institutional Refund Schedule

Time of Withdrawal	Fall/Spring terms
Cancellation prior to beginning of term or session	Complete refund except for deposit.
During 1st calendar week	100%
During 2nd calendar week	75%
During 3rd calendar week	50%
During 4th calendar week	25%
After 4th week	No refund

Time of Withdrawal	3-Week terms
Cancellation prior to beginning of session	Complete refund except for deposit.
Day 1 of Term	100%
Day 2 thru 8 of Term	60%
After Day 8 of the Term	No refund

Time of Withdrawal	4-, 5- or 6-Week terms
Cancellation prior to beginning of semester or session	Complete refund except for deposit.
Day 1 thru 2 of Term	100%
Day 3 thru 9 of Term	60%
Day 10 thru 16 of Term	25%
After day 16 of the Term	No refund

Time of Withdrawal	7- or 8-Week terms
Cancellation prior to beginning of session	Complete refund except for deposit.
Day 1 thru 2 of Term	100%
Day 3 thru 9 of Term	70%
Day 10 thru 16 of Term	30%
After day 16 of the Term	No refund

Time of Withdrawal	10- or 12- Week terms
Cancellation prior to beginning of session	Complete refund except for deposit.
Day 1 thru 2 of Term	100%
Day 3 thru 9 of Term	80%
Day 10 thru 16 of Term	60%
Day 17 thru 23 of Term	25%
After day 23 of the Term	No refund

Time of Withdrawal	Weekend College
Cancellation prior to beginning of term	Complete refund except for deposit.
Day 1 thru 2 of Term	100%
Day 3 thru 9 of Term	70%
Day 10 thru 16 of Term	30%
After Day 16 of the Term	No refund

Time of Withdrawal	Short-Term Institutes (3 weeks or less)
Cancellation prior to beginning of first class	Complete refund except for deposit.
Day 1 of Term	100%
Day 2 of Term	80%
After Day 2 of the Term	No refund

Time of Withdrawal	Continuing Studies
Cancellation prior to beginning of first class	Complete refund except for deposit.
Prior to start of second class	80%
After second class session	No refund

The University will make all feasible efforts to conduct suitable academic services in the event of an unanticipated interruption. If the University is unable to provide education services to the Campus students because of a natural catastrophe, employee strike, or other conditions beyond its control, tuition and fees will be refunded in accordance with a reasonable refund schedule to be determined at that time.

Financial Obligations

Students are liable for all charges incurred at the time of registration or room assignment. Your MyLIU account makes it easier than ever to manage your financial obligations. To view your current account balance, simply log into your MyLIU account online at <https://my.liu.edu> and click on the **Account Inquiry** link in the **Finances** section of your **Student Center** homepage. Students must make acceptable payment arrangements or officially withdraw prior to the start of classes to remain in good financial standing. Acceptable payment arrangements include:

- Payment in full;
- Approved financial aid covering all charges;
- Signed and approved University Payment Plan Agreement Form; or
- Participation in an approved third-party payment agreement.

A student who complies with any of the above shall be considered in good financial standing, so long as all terms and conditions are met throughout the term. All payment arrangements must be completely satisfied in accordance with your University authorized payment agreement or fees and/or penalties may be applied. If your account becomes seriously past due and no arrangements are made, the University will refer it to an external collection agency or law firm, where additional fees and penalties may be charged to your account. The University's policies and procedures governing Student Financial Services can be found online at: www.liu.edu/About/Administration/University-Departments/SFO/Policies.aspx

Payment Plans

The University offers two basic types of interest-free payment plans to assist students with managing the cost of their education each term:

- Monthly Plans are offered to students who make payment arrangements before the start of the term. Monthly Plans provide the most affordable payment options to our students and immediately place you in good financial standing. The balance is spread across 4-6 equal monthly installments with at least two payments due prior to the start of the term.
- Term Plans are offered to students who need to make payment arrangements at or after the start of the term. Term Plans should only be used as a last resort because the number of installments is limited to 2-3 monthly payments. In addition, your total balance due must be covered by an appropriate combination of approved aid, applied aid, and/or an initial student payment.

The University must approve your signed Payment Plan Agreement Form and receive your first initial payment for your account to remain in good financial standing. There is a \$35.00 enrollment fee per term that is due with your first payment.

STUDENT FINANCIAL AID

Financial Aid is awarded on an annual basis in the form of scholarships, grants, loans and part-time employment. Assistance is offered to students admitted into eligible undergraduate degree programs at the Brooklyn Campus of Long Island University.

Application Process

All candidates for Long Island University scholarships or grants, Federal grant and loan programs, work-study opportunities, and New York State Tuition Assistance Program (TAP) grants are required to complete the Free Application for Federal Student Aid (FAFSA) each year. The FAFSA should be completed online at www.fafsa.ed.gov. The federal school code for the Brooklyn Campus is **002751**. Residents of New York State must also complete the Tuition Assistance Program (TAP) application using the Long Island University school code of **0403**. Continuing students at Long Island University must reapply for financial assistance each year.

Undergraduate applicants for financial aid are expected to apply for Federal Pell Grants, and those who are legal residents of New York State are expected to apply for TAP awards. Applicants for financial aid may expect to be notified of the decision reached by the Office of Integrated Student Financial Services shortly after their files have been completed. No action will be taken until the candidate has been accepted by the Office of Admissions.

Awards

Long Island University Scholarships and Awards

The Brooklyn Campus of Long Island University awards more than \$37 million annually in University scholarship assistance to students. These scholarships and grants, which do not require repayment, are based on academic success, athletic ability, community service, artistic talent, and financial need. The campus also offers honors and departmental scholarships for specific programs of study. A detailed listing of undergraduate scholarships can be found online at www.liu.edu/brooklyn/scholarships.

Federal and State Grants and Loan Programs

The Federal government awards financial assistance to students who demonstrate financial need according to a variety of economic criteria as determined by the United States Department of Education. The criteria include an individual and/or parents' income and assets, family's household size, and the number of family members attending college. Benefits from all federal programs are subject to legislative changes. Recipients of federal programs must be U.S. citizens or permanent residents.

The New York State Higher Education Services Corporation (HESC) also offers a wide variety of grants, scholarships, student loans and parent loans for part-time and full-time college study. HESC also administers the Tuition Assistance Program (TAP), the nation's largest state grant program. Grants and scholarships are types of aid that do not need to be repaid. Although students apply for financial aid directly to HESC, the funds are taken into account when developing the Long Island University financial aid package. You must be a U.S. citizen and resident of the State of New York to be eligible for HESC awards. Students who reside outside of New York State may be eligible for grants, scholarships and loans from their home state. Contact the Federal Student Aid agency at 1-800-433-3243 or www.federalstudentaid.ed.gov for more information. A detailed listing of New York State awards can be found online at www.hesc.com.

A detailed listing of Federal and State programs, including Pell grants, SEOG awards, TAP, and Direct Loans, can be found online at www.liu.edu/brooklyn/finaid/grants.

Veteran Benefits

The Brooklyn Campus of Long Island University has a proud and distinguished history of serving its nation's military veterans and active duty service members. Our supportive community of staff and faculty is dedicated

to seeing veterans succeed in their education, career and life. To accomplish this mission, the Brooklyn Campus provides the resources needed to pursue educational opportunities while balancing the demands of life both inside and outside the classroom.

With the Post-9/11 GI Bill, education-related benefits, including funds for tuition, housing, books and supplies, are better than ever for our veterans. In addition, financial aid, scholarships and New York State tuition awards and grants may also be available to help you with costs that are not covered by your veteran benefits. Additional information can be found online at www.liu.edu/Brooklyn/StudentLife/Veterans.

Alternative Loan Program

If you find that you need funding beyond the limits of the Federal Direct Student Loan Program, you may wish to consider an Alternative Loan. These loans are not guaranteed by the Federal government and are considered private loans. We urge 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
- whether or not the loan may be sold to another provider

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

If you have considered applying for an alternative loan, you may be required to complete the Free Application for Federal Student Aid at www.fafsa.ed.gov in order for the University to certify your loan eligibility. Alternative 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 alternative 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.

Terms and Conditions

Awards are not finalized until all requested supporting documentation has been properly submitted and reviewed. All awards are subject to funding levels and appropriations by Federal and State agencies. Many aid programs require that you be matriculated and attend the Brooklyn Campus of Long Island University on at least a half-time basis. Long Island University reserves the right to adjust or cancel offers of financial assistance if you make changes to your FAFSA, adjust your registration status, withdraw from one or more courses, or fail to maintain good academic standing for financial aid purposes. Long Island University also reserves the right to change the selection criteria, deadlines, and awarding process of academic awards.

Awards, grants, and scholarships listed are for undergraduate study only and do not apply to Global College, graduate, and professional studies in the Pharmacy department. Such students should refer to the appropriate Bulletins for these programs of study. Students enrolled in accelerated and dual degree programs are advised to contact the Office of Admissions to obtain information on aid for the graduate portion of their degree.

Recipients of Federal and State financial aid must maintain full-time student status to receive the maximum benefits from these programs. Students who withdraw and/or drop their registration below full-time status must have their current and future financial aid eligibility re-determined. All awards from the

Brooklyn Campus of Long Island University are accompanied by a letter of stipulation detailing the terms of the award. Students are governed by the stipulations accompanying their specific awards. Full-time status, for the purpose of scholarship and grant renewal, is defined as carrying and earning a minimum of 12 credits per semester.

Unless otherwise indicated, University assistance is for tuition charges only. Students are advised to inform Long Island University of any aid received from outside sources, and awards from Long Island University may be adjusted if such additional assistance is in excess of estimated need.

Standards for Satisfactory Academic Progress

Federal Financial Aid Programs

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

Satisfactory academic progress is measured annually, at the end of the Spring semester, after all grades have been submitted. Students failing to meet the criteria stated below are eligible to appeal this decision if extenuating circumstances played a factor in their academic performance. Examples of such circumstances could include an illness, accident, separation or divorce, or the death of a relative. An appeal must be made in writing to the University and include an explanation of the circumstance(s) that may have adversely affected the student's ability to meet the academic requirements, and the plan or changes that have occurred which will allow them to make SAP in the future. All appeals must be accompanied by supporting documentation, such as a letter from a doctor or attorney. If an appeal is granted, the student will either be placed on probationary status for one semester during which the student must meet SAP guidelines, or must successfully adhere to an individualized academic plan that was developed for them by their academic advisor as part of their appeal. Failure to meet these criteria will result in loss of eligibility for Title IV funds.

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

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

SAP Completion Requirements		SAP GPA Requirements	
Number of Credits Attempted	Number of Credits Earned	Total Credits Earned	Cumulative GPA Required
0-29	50%	0-29	1.8
30-121	67%	30-59	1.9
100-192	80%	60 and above	2.0

Notes:

- Progress standards for part-time students are prorated based upon the criteria above.
- Qualifying transfer credits are counted as both attempted and earned credits but have no effect on the GPA.
- Grades of W (Withdrawal), UW (Unofficial Withdrawal), ABS (Absent), INC (Incomplete), and IF (Incomplete Fail) are counted as credits attempted

but not completed, and do not affect the GPA.

- Repeated classes will count only once towards credits completed. A student may receive aid for a repeated class that has been successfully completed once.
- Students may not receive Federal aid for classwork that exceeds 150% of their degree requirements.
- Any departmental requirements that exceed these standards must be adhered to for the purposes of evaluating SAP.

New York State TAP Awards

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

The basic measures for good academic standing for TAP Awards include the following:

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

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

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

Baccalaureate Semester Based Program Chart (2006 Standards)

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

Semester	Before Being Certified for Payment:	
	A student must have accrued at least this many credits	With at least this GPA
1st	0	0
2nd	3	1.1
3rd	9	1.2
4th	21	1.3
5th	33	2.0
6th	45	2.0
7th	60	2.0
8th	75	2.0
9th	90	2.0
10th	105	2.0

Baccalaureate Semester Based Program Chart (2010 Standards)

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

Before Being Certified for Payment:

Semester	A student must have accrued at least this many credits	With at least this GPA
1st	0	0
2nd	6	1.5
3rd	15	1.8
4th	27	1.8
5th	39	2.0
6th	51	2.0
7th	66	2.0
8th	81	2.0
9th	96	2.0
10th	111	2.0

Notes:

- All students must be registered for a minimum of 12 credits per semester.
- A student may not receive a NY State award for repeating a class that they have already successfully completed (i.e. the credits for a repeated class for which the student has already received a satisfactory grade will not count towards the full-time requirement).
- The standards that a student must meet are dependent upon when a student first received an award from NY State, as well as their remedial status.
- A student is placed on the chart above based upon their total TAP points received, including any award(s) received at a previous institution(s).
- To continue to receive TAP funding, a minimum number of credits must be completed each term, as well as on a cumulative basis.
- A student must maintain a minimum grade point average (GPA) prior to being certified for a TAP payment. This average increases as the student progresses in payment points.
- All students must have a cumulative GPA of 2.0 (a "C" average) or better after accumulating 24 or more payment points (e.g., 4 full time semesters).
- A student who is not making progress, and/or is not meeting the "C" average requirement may request a one-time waiver if extenuating circumstances affected their academic performance. A student may only receive this waiver once for NY state awards.
- Students who do not have a high school diploma or GED from within the United States or from the District of Columbia, Puerto Rico, the U.S. Virgin Islands, Guam or the Northern Mariana Islands must also pass the State's Ability to Benefit (ATB) test. College graduates from the United States and recognized foreign colleges and universities (per the country's ministry of education) are exempt from this exam.
- Students must declare a major before the start of their junior year.

THE LIBRARY

Ingrid Wang, Associate Professor, Director;

Telephone: (718) 488-1081

Fax: (718) 780-4057

The Brooklyn Campus 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. Online databases, both bibliographic and full-text, are available for searching specific subject areas. Remote access from off-campus is available; the databases and library catalog may be accessed through the University website at www.liu.edu/brooklyn/library.

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

The Periodicals department, with a collection of both print titles and microforms, is located on the fourth floor. Digital reader/printers and photocopying machines are available. The InterLibrary Loan, Special Collections, Rare Book Room, and Library Information Technology are also located on the fourth floor.

The circulation desk, reserve collection, and the main book stacks are located on the fifth floor. The Media Center, housing the multimedia collection, media equipment and group viewing rooms, is also on the fifth floor, as is the Library's Cyber Lab. The Cyber Lab is equipped with computers that provide Internet searching as well as up-to-date word processing, spreadsheet, presentation and database programs. The Library's three "smart classrooms" are also located on the fifth floor.

Research materials not in the collection are provided from other libraries in Brooklyn as well as the larger metropolitan area. Interlibrary loan services are available to locate materials throughout New York State and nation-wide. The Library is a member of several consortia, which grant both reading and borrowing privileges to Long Island University students.

The Library is linked electronically to the libraries at other Long Island University campuses, and shares one catalog – LIUCAT. This resource provides information on all of the more than 2.6 million volumes held by the University. In addition to print materials, the Library has a large collection of electronic books, e-encyclopedias and full-text journals. 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.

OFFICE OF STUDENT DEVELOPMENT AND RETENTION

Michelle Relyea, Dean
(718) 488-3319

The Office of Student Development and Retention is a unique collaboration of student support departments with a mission to assist Long Island University students in achieving their academic, professional and personal goals. Our dedication to students begins freshman year and continues through graduation. First Year Programs, Sophomore Year Programs, and Career Services & Senior Year Advising offer academic advising, career counseling, instruction, coaching and mentoring so that students can create a plan for success that is individually crafted to meet their specific needs.

All Departments of the Office of Student Development and Retention are located in Pratt Room 510.

- First Year Programs: (718) 488-3378
 - Sophomore Year Programs: (718) 488-1605
 - Career Services and Senior Year Advising: (718) 488-3311
-

First Year Programs

The mission of First Year Programs is to provide all new students with a supportive community while helping them build a foundation for academic success and personal development. Through specialized advising, exploration communities, credit bearing courses, and orientation programs, First Year Programs offers new students personal support and guidance in discovering academic opportunities, developing life skills, exploring leadership opportunities, and forming meaningful relationships. It is our goal to help all new students acclimate to university life and ensure that they become an integral part of Long Island University's Brooklyn Campus while excelling academically.

First Year Programs include the following components.

Freshman Advising

Freshman Advisors help students achieve a full understanding of university core requirements as well as provide accurate information on institutional policies, procedures, resources, and programs.

Orientation

New Student, Out-of-State and Transfer Orientation have been designed to help all new students begin their college years with the class schedule, information, skills and personal relationships needed to create a successful first-year experience.

Plan for Academic Success

A special first-year initiative that offers its students personalized attention and one-on-one academic counseling.

Welcome Week

Kicking off Orientation Seminar I class, Welcome Week helps first-year students further explore the various activities, opportunities and assistance available to LIU student on the Brooklyn Campus.

Orientation Seminar I

All freshmen and transfer students with fewer than 24 credits register for this dynamic and interactive seminar designed to provide students with the information and skills needed to thrive academically, professionally and socially.

Academic Community for Exploration Program

ACE is a program that offers an engaging and fun opportunity for students to explore various core courses with specialized themes with a select group of first-year students. Students involved in the ACE program will work closely with their advisors and professors to cultivate a unique and fulfilling first year experience.

Student Mentor Program

Student Mentors provide first-year students with the insights, advice and support necessary to achieve success in college.

Orientation Leader Program

Orientation Leaders provide personality and support in organizing and conducting new Student Orientation days throughout the summer.

Sophomore Year Programs

Sophomore Year Programs develops students scholastically, professionally, and fiscally; while encouraging student potential and active participation in campus life. Sophomore Year Programs facilitates the transition of students from their first year to their second, supports them throughout their sophomore year, and enables them to progress into their junior year with confidence and focus.

Sophomore Year Programs includes pre-professional program advising, undeclared major counseling, probationary student programming, major exploration workshops; personality, skills, interests, and values assessments; major selection and job prospect correlations, resume reviews, interviewing techniques, the COOP 1: Career Readiness course, and financial literacy workshops. Sophomore Year Programs fosters student leadership potential, promotes student engagement in campus activities, clubs, and events; and provides opportunities for community service.

As an essential component of Sophomore Year Programs, the Scholarship Assistance Program provides information, support and guidance through the scholarship search and application process. Working with the Sophomore Year Programs staff, students discover additional opportunities to finance their education. Sophomore Year Programs staff develop an individualized plan of action for each student, while encouraging students to become engaged in their studies, with their professors and within their campus community.

Career Services and Senior Year Advising

Career Services provides a comprehensive array of programs and services to help Brooklyn Campus undergraduate and graduate students successfully and confidently prepare for and manage their professional careers. We offer:

One-on-one Appointments

You'll receive individualized career counseling throughout your college career from counselors who specialize in your major.

Skills/Interests Assessments

Our assessment tools, the Self-Directed Search and the Strong Interest Inventory®, will help you to discover career options that fit your personality, interests and skills.

Career and Industry Research

A counselor will guide you to uncover career options and learn about different industries.

Career-related Workshops

The Office regularly sponsors workshops on a variety of topics including interviewing skills, networking and the use of social networking in a job search. Some workshops target certain majors. We also present to and collaborate with various campus clubs.

Résumé and Job Search Letter Development

We will teach you how to highlight your skills and other qualifications to specific employers and to position you as a candidate who will be noticed in a competitive job market.

Interview Preparation/Mock Interviews

Experience the interview process first hand and receive meaningful feedback and gain confidence.

Internship and Coop Referrals

We will help you to secure placements that will strengthen your skills and allow you to apply your academic learning to the work world, explore different careers, network with professionals and build your résumé. Many coop and internship opportunities are paid or offer stipends. For credit-based internships, counselors will guide you toward courses you can take to satisfy credit requirements, including COOP1: Career Readiness and COOP2: Workplace Dynamics.

Networking Opportunities

You'll have the opportunity to interact with seasoned professionals from a variety of fields and industries, as they share their experiences and valuable career/industry information at panel discussions, networking gatherings and other events.

Alumni Mentor Program

The Alumni Mentor Program will connect you with Brooklyn Campus alumni who are established professionals in their chosen field of interest. You'll learn about career paths and "a day in the life" in a given industry, and you'll receive tips for succeeding in a field of interest.

Recruiting Events

Career fairs, employer spotlights, on-campus interviews and pre-screened off-campus career events will enable you to meet with prospective employers. Check MyCareerKey regularly for an updated list of events!

Job Referral Assistance

As you near graduation, counselors will help you to plan and conduct a job search and prepare to apply and interview for targeted opportunities.

On-the-Job Coaching

Once you obtain an internship or job, counselors are available to assist you as you adjust to the work world.

America Reads

The America Reads/Counts Program is a federally funded work-study employment program for students who qualify through their financial aid package. Eligible students are placed in paid positions off-campus where they will work with school age children through high quality research based tutoring programs.

Jump Start

The Jumpstart Program pairs motivated college students with preschool children to create caring and supportive one-on-one relationships to help children build language, literacy and social skills.

Senior Year Advising

Juniors and Seniors can meet with a counselor to receive assistance in navigating their degree audit, facilitating a timely graduation.

LEARNING RESOURCES

Academic Reinforcement Center

Courtney Frederick, Director
718-488-1040
Location: Pratt, Suite 110
Hours: Monday – Thursday, 9 a.m. - 8 p.m.
Friday, 9 a.m. - 5 p.m.

The Academic Reinforcement Center (ARC) is a learning and resource center that offers quality one-on-one and small group tutoring across the disciplines to undergraduates of the Brooklyn Campus of LIU. Our tutors and administrators represent the academic and cultural diversity of the student body, providing assistance in mathematics, education, business, and the humanities, as well as the social, physical and health sciences. We are dedicated to providing students with a productive learning experience.

Tutoring sessions are designed to supplement in-class work and focus on providing opportunity for active learning, self-reflection and collaborative study. Tutors, acting as educational mentors rather than instructors, focus not on teaching content and homework assignments, but on posing problems and putting course subjects into practice through critical thinking and re-examination. We also offer walk-in tutoring sessions available on a limited basis, online sessions, targeted group workshops, study skills support, and assistance with forming study groups.

The English Summer Institute, a 4-week, reading- and writing-intensive course for pre-freshmen, is also coordinated by the ARC between July and August.

Mathematics Center

Dung Duong, Assistant Director
(718) 246 – 6317

The Mathematics Center, located in room M – 1105, offers students the opportunity to develop basic mathematics skills required for mathematics problem solving, as well as logical and analytical thinking. Students can have tutors available and opportunities to learn how to use software in personal computers. The Mathematics Center is a place where all member of the university community will be able to enhance their knowledge and understanding of mathematics. The Mathematics Center provides help and tutoring for all students taking freshman level mathematics for academic credit. The Mathematics Center will not be only a place for students with mathematics related problems on specific subjects, it will also provide a challenging work site for advanced students in all areas of studies where mathematics is involved. The Math Center also welcome all walk-in students.

Multimedia Language Laboratory

Associate Dean Stanley J. Zelinski, III, Director
Assistant Director, Beth D. Meetsma
(718) 488-1323

The Modern Language Center offers both intensive and non-intensive English language programs for international students, immigrants, refugees and native speakers of English who wish to improve their language skills. Classes are given mornings, afternoons and evenings, Monday-Thursday, as well as on Saturday mornings, throughout the year; F-1 (student) visas and financial aid are available for qualified students. The Modern Language Center is located on the first floor of the Pratt Building, room 122.

Testing Center

Andres Marulanda, Director
(718) 488-1392

The Testing Center, located in the Pratt Building, Suite 110, is committed to provide a nurturing, informative environment for students taking the Brooklyn Campus Placement Examination or other examinations deemed necessary by the University community. The placement examination is administered on campus or electronically through the Online Writing Assessment. Our Center supports student success by ensuring that entering students are placed in appropriate English and Mathematics courses. Other examinations administered by the Center include retests and exemption exams such as the Math 10 and language exams, Ability-to-Benefit exams required for some students for financial aid and exams and practice labs to fulfill the core curriculum Computer Literacy graduation requirement. Support and appropriate arrangements are available for students with special needs or out-of-state students.

Writing Center

Harriet Malinowitz, Director
(718) 488-1095
Lynn Hassan, Associate Director
(718) 488-1116
lynn.hassan@liu.edu
Hours: Monday-Thursday: 9 a.m.-5 p.m.
Friday: 9 a.m.-5 p.m.
Saturday: 10 a.m.-4 p.m.

The Writing Center, located in Room H-218, offers one-on-one and small group tutoring to all matriculated students. Its mission is to help students become better writers over time. Tutors work with students at any stage of the writing process – understanding an assignment, drafting an essay, learning more effective reading strategies, developing and supporting arguments, and learning how to proofread and edit papers. Students may register for one 50-minute session once per week, and goals for each session and the

semester are negotiated by the tutor and student. In addition, students may schedule one-time appointments and/or on-line sessions. The Writing Center also serves as an on-campus resource and reference center for writing instruction and works closely with the Writing Across the Curriculum (WAC) program. Students registered at the Writing Center are welcome to use the dual-platform computer lab.

FACILITIES

Wellness, Recreation and Athletic Center (WRAC)

This 112,000 square foot facility supports the Campus' 18 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.

The 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, and abs-workout classes. The facility also includes a 25-yard, eight lane swimming pool and a rooftop track and tennis courts.

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

The Harriet Rothkopf Heilbrunn Academic Nursing Center is also located in the cellar level of the WRAC. 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 the Brooklyn Campus community. The Center provides free health screenings, programs to monitor existing health conditions, Mammogram and HIV testing and counseling and support programs.

The Lupus Cooperative of New York has a local office in the WRAC. The Lupus Cooperative of NY (LCNY) is a program of the SLE Lupus Foundation and its goal is to improve care for people living with lupus. The LCNY helps in getting people with signs and symptoms of lupus diagnosed, properly treated, and supported both emotionally and practically for daily living with

this chronic disease. It offers multilingual information and education about lupus. The LCNY also provides monthly support groups, one-to-one short-term counseling, assistance with accessing public programs and services for people with lupus. In addition, the LCNY help clients with referrals to find doctors and other health professionals and participates in community outreach in order to increase lupus awareness.

Residence Life and Housing

Rodney Pink, Ed.D., Director
(718) 488-1046
Fax: (718) 488-1548
E-mail: rodney.pink@liu.edu

The Office of Residence Life & Housing is committed to working with students in order to create an environment that supports and compliments the academic mission of the University through community development, student-centered programs, and campus engagement. Residents reside in one of our three residential halls. Richard L. Conolly Hall is a 16-story building of standard, suite, and apartment spaces for freshmen, sophomore, and junior class residents. All Conolly students residing in standard and suites rooms are required to take the compulsory Carte Blanche meal plan. Seniors live in the Hoyt Street Residence Hall. The Hoyt Street Residence Hall has suites and apartment spaces. For the Fall 2011, graduate students will reside in our new three floor all-apartment residence hall. All residence areas offer free wireless and cable, study lounges, recreation rooms, TV lounges, laundry rooms, 24 hours/day security officers, and dedicated professional and paraprofessional staff. All residential spaces come with an extra-long twin sized bed, desk, desk chair, dresser, micro-fridge, wardrobe unit/closet, AC, and personal digital safe.

Kumble Theatre

The Kumble Theater for the Performing Arts at Long Island University's Brooklyn Campus 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 Broadway-quality, classical and cutting-edge professional performances.

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

This extraordinary theater was made possible through the generosity of Long Island University

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 Long Island University Board of Trustees Chair Edward Travaglianti, trustees Bruce C. Ratner and Donald H. Elliott, the City of New York and the Independence Community Foundation.

Arnold & Marie Schwartz Gym

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

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

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

SERVICES

Department of Information Technology

Mr. George Baroudi, Vice President for Information Technology /Chief Business Process Improvement Officer

Dr. Kamel Lecheheb, Deputy CIO/Dean of Information Technology Brooklyn Campus
Library Learning Center, LLC 227
(718) 488-1082

Information Technology supports all University systems, including Online Student Applications, PeopleSoft Student portals for Admissions, Integrated Student Financial Services, Registrar, Student Online and Faculty Grading Portals, Human Resources, Benefits and Payroll System, the Enrollment Dashboard System, the ICard ID Card System, and the Residential Housing System (RMS). It also provides business process analysis of all administrative units. IT maintains 22,000 internet-capable devices and 850 analog/digital telephones and 500 Cisco IP phones in the Brooklyn Campus network. That includes fiber optic and copper infrastructure throughout the buildings, firewall and security access, and wireless internet access. It provides off-site facilities support to Hanover, Hoyt and Fulton Street residence halls, Kings County Nursing, Health Center, the Steiner Studios at the Navy Yard (Screen Writers Program), Westchester and Rockland campuses. IT also maintains the campus' security camera systems, electronic door locks to all Dorms and most classrooms, cafeteria cash registers, the Kronos Timekeeper for the facilities staff, campus videoconferencing and campus plasma displays, electronic and web signage.

All sectors have an on-site technician for walk-in support.

Email inquiries sent to it@brooklyn.liu.edu are received by all IT staff to ensure quicker response time.

Center for Student Information (CSI)

Pia Stevens Haynes, Director
Library Learning Center, Room 301
csi@brooklyn.liu.edu
csi.liu.edu

The CSI provides technological assistance to students as they navigate through their degree programs. They support student portals for financial services, registration, grades and general electronic communications. They also assist with campus employment placement for students.

Faculty Media Resource Center (FMRC)

Devabrata Mondal, Director
Pratt Building, Room 321

fmrc@brooklyn.liu.edu
fmrc.liu.edu

The FMRC provides consulting, design, and programming for custom multimedia applications, digitization of educational resources, and provide and maintain public work spaces created specifically for faculty curricular development use. The FMRC staff is available for individual consultation, and also offer workshops and presentations in the latest uses of technology in the classroom.

General Support

Dr. Delicia Garnes, Associate Dean for Information Technology
IT Main Office
Library Learning Center, Room 227
(718) 488-1082
it@brooklyn.liu.edu

This office is the hub of all IT operations. It responds to all service calls and provides immediate support to all walk-ins. It is also responsible for the purchasing, delivery and installation of all computer related equipment campus-wide. Also disseminates campus-wide bulk email.

Helpdesk

(718) 488-1082
it@brooklyn.liu.edu

The Helpdesk dispatches the appropriate technician to respond to specific IT issues. The technicians are experts in all network, systems, and software, hardware and phone concerns.

Network and Systems

(718)488-1082
it@brooklyn.liu.edu

This office manages and maintains the Network infrastructure to ensure the campus internet connectivity 24 hours a day.

Telephones

(718) 488-1082
bkphone@brooklyn.liu.edu

This office is responsible for all telephone systems, coordinates teleconferencing, and manages incoming and outgoing voice systems campus-wide.

Genius Corner

Keith Walcott, Computer Labs Manager
The Louise B'69 and Leonard Riggio Cyber Café,
1st Floor
(718) 488-3039

Staffed by student technicians, this resource

provides hands-on hardware support to all students.

Computer Labs

Keith Walcott, Computer Labs Manager
Library Learning Center, Room 234
(718) 488-1301

There are 9 general purpose labs with over 200 computers to serve students. Loaner laptops and mobile smart carts are also available for student use.

My LIU

My LIU is Long Island University's portal which provides students with convenient access to information about their records. By logging onto <https://my.liu.edu>, students may view the schedule of classes, register for courses, obtain their grades, and requests 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. For more information, please visit or contact CSI.

Audiovisual Services

Robert Barr, Director
(718) 488-1348

AVS provides the Brooklyn Campus of Long Island University with the instructional and interactive technologies designed to engage students and enrich the learning experience. AVS also serves to support on-campus activities and special events, such as LIU Day and Discovery Day, by providing sound, multimedia equipment and tech support. AVS also offers duplication services for transfer from analog to digital media (i.e., VHS to DVD, Cassette to CD/MP3, etc).

Many classrooms and lecture halls are equipped with state-of-the-art technology such as Smart Boards, LCD Projectors and Public Address Systems. Other equipment is available by submitting a request form. AVS offers the following equipment:

- 32" LCD TVs with DVD/VHS Combo Units
 - Multimedia Projection Carts
 - Smart Carts
 - Overhead Projectors
 - 35mm Slide Projectors
 - Video Cameras (Mini DV, Hard Disk & FlipCam)
 - Digital Still Cameras
 - Tripods
 - Standing Projection Screens
 - CD/Cassette Players
 - Digital Voice Recorders
 - Microphones
 - Smart Room Setups
 - Loaner Laptops for use with Smart Boards
- Training is available, by appointment, on the

use of AV equipment for faculty and students.

Please feel free to call, send inquiries to av@brooklyn.liu.edu or stop by and see us in Pratt 325.

Hours: Monday-Thursday, 8 a.m. - 9 p.m. and Friday, 8 a.m. - 5 p.m.

University Health & Medical Services

Ralphnie Edmond, Director
University Health & Medical Services
718-246-6455
VR Small, University Health Manager
175 Willoughby Street (entrance on Fleet Place)
Brooklyn, NY 11201
Office: (718) 246-6456
Fax: (718) 246-6465

Welcome to University Health and Medical Services (UHMS) your primary resource for healthy living during your college tour. Regardless of your financial situation, we are available to assist you in addressing your health and medical needs. Our mission and motto is "Keeping you well, so you can excel!"

Our strategy of good health begin with our new partnership with Brooklyn Hospital, through which we are able to provides an extensive list of valuable services, conveniently located in University Towers, 175 Willoughby Street, Ground Floor (enter on Fleet Place), available from 9 am-5 pm, Monday – Friday. We welcome appointments and walk-ins and most of our cost-effective services are covered by your student insurance policy, which currently requires no co-pay! We also offer quick and easy referrals to specialists. This one-stop model places preventive services and emergency care at your fingertips, with the quality of care you desire and deserve. We are continually upgrading and applying the best practices to maintain a friendly, safe, and professional environment ready to meet your health and medical needs.

We are proud of the cultural diversity of our students, which also reflects varying health practices. To this end, your safety is our primarily concern, and to ensure the overall health of each student, NYS Public Health Laws, 2165 (MMR Requirements) and 2167 (Meningococcal Meningitis) are strictly enforced. We value your enrollment at the Brooklyn Campus and are here to aid you in meeting these requirements. For information about the required policies and procedures, contact us at 718-246-6450 or email us at healthservices@brooklyn.liu.edu. At UHMS, we want to C.H.A.T (Compliance, Health Information, Access to Services and Talent Opportunities) with you daily. Interested in gaining experience in the health industry, join our extensive team of student workers assigned from work-study, student activities and those participating in our nonpaid student internship. Develop your industry skills in health and medical

services while earning your degree at UHMS.

Psychological Services Center

Linda Penn, Ph.D., Director
(718) 488-1266

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

The Psychological Services Center is located on the third floor of the Pharmacy Building, right around the corner from the library, in Room L-36 and is open on Mondays and Thursdays 9 a.m. to 4 p.m., Tuesdays 11 a.m. to 4 p.m., and Fridays 10 a.m. to 3 p.m. Students can call to make an appointment or just stop by.

Veteran Services

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

Our Veterans Task Force is a team of professionals from the Offices of Student Development and Retention (OSDR), Admissions, Student Financials and the Registrar ready to help you learn more about benefits, admission requirements, transfer credits, financial aid, academic and career advising, health and wellness counseling, support services, tutoring and student activities. We are here to help you access these services and assist you every step of the way. For additional information from the Veterans Task Force please call (718) 488-1042. In addition, our Veterans School Certifying Official can be reached at (718) 488-1013 or (718) 488-1000 ext 1587.

Alumni Association

Office of Development and Alumni Relations
(718) 488-1016

The Office of Alumni Relations and Development is dedicated to advancing Long Island University's mission of Access and Excellence. Guided by the University's strategic priorities, the office nurtures lifelong relationships

with alumni, parents, friends, and organizations that result in volunteer engagement and philanthropic support. All students of the Brooklyn Campus become members of the Alumni Association upon graduation. There are no dues associated with membership.

Alumni Association benefits include the following:

- Assistance with job placement and career development through the office of Career Services, including access to distance counseling, job listings, interview and résumé workshops, and networking programs.
- Membership at the Wellness, Recreation and Athletic Center (WRAC) for a nominal fee.
- Access to campus facilities, including the library and computer labs with alumni ID card.
- Invitations to Brooklyn Campus special events.
- Subscription to the official Brooklyn Campus Alumni e-newsletter, the E-Bridge.
- Graduate Admissions Preparedness Program (GAPP) Alumni who have held their degree two years or longer can enroll in undergraduate courses tuition free on a space-available basis and with departmental approval. There is a \$200 registration fee per semester and a lifetime maxim of 12 credits.

The Alumni Association encourages all Brooklyn Campus alumni to support the Annual Fund, which provides assistance to Long Island University students in need through vital financial aid programs.

To obtain an alumni identification card, update your contact information, or to learn more about benefits and volunteer opportunities, please contact the Office of Development and Alumni Relations at (718) 488-1016 or email alumni@brooklyn.liu.edu. The office is located in the Zeckendorf Health Sciences building, room 114.

STUDENT LIFE

Cultural Programs and Exhibitions

With three galleries, the Brooklyn Campus presents monthly exhibitions of paintings, sculpture, photographs, prints, and other art forms by emerging and established artists. This thriving and diverse exhibition program, sponsored by the Visual Arts department, reflects the Brooklyn Campus' strong commitment to making an array of visual art accessible to both students and the community. Gallery spaces include the Salena Gallery, the Nathan Resnick Showcase Gallery and the Humanities Building Gallery. Located in the lobby of the Kumble Theater, the glass-enclosed, elliptically shaped Humanities Gallery showcases unique presentations of projects and installation, many of which could not be displayed anywhere else.

International Students' Services

Steve A. Chin, Director
Francesca Freeman-Lujan, Assistant Director
(718) 488-1216
Fax: (718) 780-4182
E-mail: steve.chin@liu.edu
francesca.freeman@liu.edu

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

Office of Institutional Advancement & Student Affairs

Kim Williams Clark, Esq.
Dean of Institutional Advancement & Student Affairs (IASA)
(718) 488-1514; (718) 488-1602; (718) 488-1007
Fax: (718) 488-1421
James Cribbs, Grant Writer
(718) 488-1413

Our mission is to create a world-class student centered environment where individuals of all socio-economic backgrounds, diverse ethnicities and gender groups can thrive and develop socially, academically and professionally in their communities and abroad. To this end, the office collaborates with University Center officials as

well as Brooklyn campus faculty and administrators to attract funding and resources to the campus, help enhance its public image, and facilitate opportunities for developing new programs, services and partnerships for the students it serves.

IASA also oversees all aspects of student affairs activities and direct services to students. It develops partnerships and initiatives that support the education of students and advance the university role as a community resource. It is available to assist faculty and staff with program and grant development, including program/funding source matching, technology based funding searches and capacity building. The main office is located in room M-412.

After School Program - FUN (Family UNiversity)

Ianthe Jackson, FUN After School Director
718-246-6488
Charlotte Marchant, School of Education
718-246-6496

The FUN (Family UNiversity) After School Program has been designed to serve financially eligible Brooklyn Campus/Long Island University students and their children. The FUN Program takes place at the Learning Center for Educators & Families (LCEF), a vital site for inquiry and learning and part of Long Island University's School of Education. With support from the Brooklyn Campus and the School of Education, we are able to provide a safe space for children to engage in community-building, explore their creativity through arts and literacy based activities, receive help with their schoolwork and eat a healthy dinner - leaving parents free to pursue their education.

Student Life and Leadership Development

Karlene Thompson, Director
M-311, (718) 488-1216

The Brooklyn Campus, under the guidance of the director of Student Life and Leadership Development, Karlene Jackson Thompson, M-311, (718) 488-1216, facilitates the development of students, and hones their personal and organizational leadership skills by providing opportunities for participation in co-curricular, cultural, social, civic, community and wellness programs. The core values of Student Life are Leadership, Integrity, Service, Community, Diversity, Learning, and School Spirit, and we carry out our mission primarily through our oversight of clubs and organizations, leadership training programs, evening programs, civic and community programs and a grant program.

Student Organizations

We guide and assist 30 academic student organizations, 22 social organizations 19 cultural

organizations, 6 religious organizations, 11 honor societies, and 11 Greek organizations with the planning, organizing and implementing of each group's goals and events. In addition, we oversee the student media coalition which is comprised of: WLIU Radio, a state-of-the-art radio station, WLIU DJ Mobile Unit, Seawanhaka Newspaper, Sound Yearbook, and LIU Television.

Leadership Training

Student Life provides yearly leadership training for all students involved in student organizations at our summer Leadership Retreat with our sister campus, C.W. Post, as well as workshops for secretaries and treasurers. In addition, we have a Student Leadership Academy which is primarily designed to train students to be leaders on campus. Both trainings are augmented by other stand alone trainings, workshops or webinars on specific issues like goal-setting, time management, diversity, friendship and self-esteem, and alcohol awareness, for example. In addition the Avena Lounge, which we oversee, provides Business Management training each semester to employees of the lounge.

Avena Lounge

The Avena Lounge is a student area complete with opportunities for building Business Management and event planning skills. The lounge has a game room, kitchen for special events, and a wine and beer bar which operates in the evenings from Mondays through Thursdays. Employment opportunities in the lounge also affords students the ability to hone their leadership skills while receiving payment.

Evening Recreation Program

Our dynamic evening recreation program is multi-faceted ranging from basketball, tennis and African/Caribbean Dance to board games, table tennis and X-Box game tournaments. The program also sponsors trips to Rangers and Devils Hockey, Knicks and Nets Basketball, Mets and Yankees Baseball, Jets and Giants Football and bowling.

Civic and Community Program

Student Life co-hosts at least two workshops per year on the American Electoral process and the importance of being registered to vote and being informed about political issues in general. The office registers approximately 400 students per year in our various voter registration drives. In addition, we accommodate students who go to Albany to lobby for student financial aid and other issues pertinent to them.

Additionally, the office sponsors a One Good Deed program which involves a myriad of community service projects that include fundraising for various benefits such as Haitian earthquake relief etc., an alternative Spring Break trip, several blood drives throughout the year, clothing and book drives, holiday celebrations for children in the community and several others.

Grants and Funding

The Office administers the Campus Activity Program Grant, a \$2500.00 award given to

students who are members of the Campus Activities Program and who engage in leadership training, specific co-curricular activities and on-campus job assignments. The Office also offers graduate assistantships to Graduate students interested in student leadership training, event planning, graphic design, business management and Accounting, Media, and Evening Program Management. Also, students who are the executive members of SGA, Seawanhaka, Sound, WLIU Radio and LIU-TV are awarded a percentage of tuition remission which is administered through Student Life.

Entering freshmen and all students in good academic standing are eligible to take part in the extra curricular activities program. Activities as well as academics provide a balanced education and are therefore encouraged. Programs offered through the Office of Student Activities are funded by the proceeds of the Student Activity fee. The distribution of the Student Activity Fee promotes a progressive and student-centered program.

Applications for the Student Leadership Academy, the Campus Activities Program Grant, and the Student Life Graduate Assistantship are available online at the Student Life page of www.liu.edu, as well as in the Student Life office in M-311.

Student Government Association

All enrolled students are members of the Student Government Association (SGA). The executive officers of the SGA, along with the elected representatives from each class, constitute the Student Council. Some of the Council's many duties include allocating of funds to all campus clubs; approving the formation of new organizations; and sponsoring extracurricular programs of intellectual, cultural and social appeal for the student body. In addition to its administrative functions, the Council acts as a liaison between the student body and the faculty and administration. Participation Eligibility: All students, including entering freshmen, in good academic standing and not on probation (academic or disciplinary) are eligible to take part in the extracurricular activities program. Intelligently selected activities that round out a liberally based education are encouraged.

SPECIAL PROGRAMS

University Honors Program

James Clarke, Ph.D., Co-Director;
Cris Gleicher, Co-Director;
(718) 780-4023; Fax: (718) 780-4061

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

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

Application to the Program is separate from that of the university. Interested students should apply directly to the Program. Applications can be obtained online (www.liu.edu/brooklyn/honors) or by contacting the Program advisers.

University Honors Requirements

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

In order to graduate with Honors, students must be in good standing with the Program and must complete the Honors Freshman sequence, other Honors equivalents for core courses, and at least

three Honors Advanced Electives. Transfer students who have already satisfied their core liberal arts requirements may graduate with Honors by completing four Honors Advanced Electives. Students must also achieve a cumulative grade point average of 3.0 or higher by the time of graduation.

Program Model

Honors requires students to take the required courses in their major for which there is an Honors equivalent offered in the Honors Program. Honors does not require that students take any additional courses.

Contract Major

If a major is not offered by the University, an Honors student may design his/her own major in consultation with his/her Honors adviser and the appropriate faculty. Students interested in a contract major must be in good standing with the Program and will need the permission of the Honors Director and the approval of the appropriate faculty and the relevant Dean. Applications will not be accepted until students have completed at least 32 credits. Interested students should contact their Honors adviser immediately. Contract majors in the past have included degrees in Bio-psychology, International Relations, and Public Relations.

Honors Independent Study

University Honors students in good standing may register for independent study. Prior agreement from a faculty mentor and approval of the Director of University Honors and the Dean of Richard L. Conolly College are required. Independent study may satisfy up to six credits of Honors Advanced Electives requirements.

Distinction in Honors

Any final project for an Honors Advanced Elective may be expanded, under the guidance of a faculty mentor, into a substantial paper. Review of the paper by a faculty committee and presentation at a year-end Honors symposium are required to achieve Distinction in Honors at graduation. Interested students should contact their Honors adviser.

Bridge Programs

(College Project; Health Professions Program; BASIS Program; Senior Bridge Program)
(718) 488-1049

Housed within the University Honors Program, the Bridge Programs offer qualified high school juniors and seniors an opportunity to experience college while still attending high school.

The College Project offers high school juniors with averages of 88 or better an introduction to the various disciplines of a liberal arts education through a spring seminar series.

The Health Professions Project offers high school juniors with averages of 85 or better an introduction to the various allied health professions through a fall seminar series.

The BASIS Program offers high school juniors with averages between 79 and 85 three credits for

an interdisciplinary summer program designed to help prepare them for college.

Successful completion of these programs allows students to participate in the Senior Bridge Program, which allows high school seniors with averages of 88 or better to take up to two appropriate college courses on a tuition-waived basis for a fee of \$30.00 plus any laboratory fees and cost of books.

Outreach Programs

Liberty

Roland Robinson, Director;
(718) 780-4012

This is a pre-college program for junior high school and high school students that reinforces reading, writing and research skills. The program is built on partnerships with local businesses and cultural organizations/institutions that assist in providing services to our students.

S.T.E.P.

(Science Technology Entry Program)

Oswaldo Cabrero, Director;
(718) 488-1397

The S.T.E.P. program assists underprivileged minority high school students in improving their science, mathematics and writing skills to help in preparing students for careers in science and technology. The program offers training for S.A.T. and P.S.A.T. tests.

GEAR UP

(Gaining Early Awareness and Readiness for Undergraduate Programs)

Diana Voelker, Interim Director;
(718) 488-3313

Through the U.S. Department of Education and the New York State Higher Education Services Corporation, the Brooklyn Campus of Long Island University offers eighth graders and high school students from Community School District 13 an outreach program that incorporates academic enrichment, scholarship incentives, career readiness training, tutoring and mentoring and preparation for college.

Jumpstart Program

Fabiola Alexis, Director;
(718) 780-4355
E-mail: Fabiola.Alexis@liu.edu

The Jumpstart Program is a part-time community service program for full-time students on work-study. This federally funded Americorps Program helps students develop teaching, leadership and professional skills. The mission is to engage young people to work towards the day every child in America enters school prepared to succeed. Jumpstart students are paired with a preschool child and work one-on-one in a local Head Start or day-care center to build a foundation in beginning reading, writing and socialization skills. They also work on a team with other college students to lead afterschool enrichment programs, and receive both pre-service and ongoing training

in early childhood education to equip them to work with children, peers, teachers and families.

Smart Scholars Early College High School (ECHS) Program

Project Director: Cynthia Smith
(718) 488-1955

e-mail: Cynthia.Smith@liu.edu
Principal Investigator: Gladys Palma de Schrynemakers
(718) 488-3405
e-mail: gschryne@liu.edu

The Long Island University/Boys & Girls High School College Academy provides students with a unique opportunity to become part of a learning community. Participating students, while still in high school, can seamlessly enter a college environment that stresses learning, achievement, and persistence. Through in-school mentoring sessions and weekend and summer college-readiness programs, students will be able to address their academic and collective learning needs more effectively and thereby graduate high school with a Regents Diploma and at least 20 transferable college credits. Students who enroll in the Long Island University/Boys & Girls College Academy must not only be prepared to work diligently in a rigorous learning environment, but also persist and succeed over the lifetime of the program. The parents/family members of the students must be equal partners, creating a supportive home environment that assists their children in participating fully in the Academy's many services. Parents and family members must also be equally committed to be fully engaged in the related program of parental activities as outlined by the Academy.

Arthur O. Eve Higher Education Opportunity Program (HEOP)

Okarita Stevens, Diana Voelker,
Co-directors;
(718) 488-1043

Higher Education Opportunity Program (HEOP) grants are available for entering freshmen and a limited number of transfer students from other EOP, HEOP, and SEEK programs. The Higher Education Opportunity Program is a New York State funded five-year program of study specifically designed for students who are educationally and economically "disadvantaged." Supportive services, including tutorials, academic, personal and career counseling, and a program of developmental courses (for those identified as needing such a program) are available for HEOP students. The program's office is located in Room 410 of the Pratt Building.

HEOP grants are renewable for succeeding years depending on continued announcements of awards from the New York State Education Department to Long Island University. In addition, the student must maintain a satisfactory academic average, remain in a full-time regular degree-

seeking classification, and demonstrate continued progress toward a degree.

In order to be eligible for benefits under HEOP, a student must

1. Be both economically and educationally "disadvantaged" according to the guidelines of HEOP;
2. Be a graduate of a high school approved and accredited by the New York State Education Department or have a New York State Equivalency Diploma or an Armed Forces Equivalency Diploma (in exceptional cases, a student may be accepted under HEOP without a high school diploma);
3. Have potential for the successful completion of a postsecondary program;
4. Be a resident of New York State for 12 months before the date of application; and
5. Apply to the Tuition Assistance Program and the Pell Grant Program.

Students enrolled at the Brooklyn Campus of Long Island University in the Higher Education Opportunity Program are admitted under fully matriculated status.

For special HEOP Summer noncredit programs and HEOP Fall and Spring noncredit workshops, see pp. 148-149 of the Course Descriptions section of this Bulletin.

For further information, write Director, Higher Education Opportunity Program, Room P-410, Brooklyn Campus, Long Island University, 1 University Plaza, Brooklyn, NY 11201-5372.

Student Support Services

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

Diana Voelker, Director;
(718) 488-1044

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

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

CSTEP

Dr. Gladys Palma de Schrynemakers, Program Director
Metcalfe Hall Room 301
(718) 488-3405
gschryne@liu.edu

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

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

GRADUATION REQUIREMENTS

Note: Graduation requirements for Global College can be found in their separate catalog.

To qualify for a bachelor's degree, all students must complete or be exempted from all required Developmental Skills Mathematics and Basic Mathematics and the English Department Writing Program. Students must also complete the Core Curriculum, all required liberal arts and sciences courses, and all other departmental and University requirements announced in the Undergraduate Bulletin for the academic year in which they were matriculated or readmitted. Specific requirements, substitutions or exemptions, where relevant, are indicated.

Placement Examinations

All entering freshmen are required to take the Brooklyn Campus placement examinations in English and in Mathematics before registering. Entry into or exemption from English and Mathematics courses depends on the results of such placement examinations. Transfer students will be placed in such courses either on the basis of the Brooklyn Campus placement examinations or appropriate transfer credit.

Developmental Skills and Basic Mathematics Courses

Developmental Skills 0 credits
Mathematics 01 and 09

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

Basic Mathematics 10* 3 credits

**Entry into or exemption from Mathematics 10 is required of those majors for whom Mathematics 30 is required as part of the Core Curriculum or as a prerequisite for requirements in the major. Unless departments specifically state otherwise, all other majors must register for Mathematics 15 or 16 after being exempted from or successfully completing all proficiency mathematics courses. Note: Proficiency Mathematics courses may not be taken on a Pass/Fail option.*

The English Department Writing Program

English Composition: 0-6 credits
English 13, 14
(depending on placement)

Orientation

Orientation Seminar 1 1 credit

Note: Required of all entering full-time freshmen

except students placed in the University Honors Program and HEOP. Pass/Fail grade only.

Core Curriculum

The following Core Curriculum applies to all units of the Brooklyn Campus. Consult program models for specific requirements, changes and exemptions. Core Curriculum courses may not be taken on a Pass/Fail basis.

Any changes in the Core Curriculum will be required of all students entering subsequently.

Core Seminar 50 3 credits

Required for graduation. Transfer students must take this course unless they have an A.A. degree when they are accepted. University Honors Program students must complete the full Freshman Sequence to be exempt from the course.

Humanities

Area I: English 16 or 3 credits
16x

Six credits from 6 credits
English 61, 62, 63, 64

Area II: Philosophy 61, 6 credits
62

Area III: Six credits in a 6 credits
Foreign Language*

Social Science (6 credits in each area)

Area I: History 1, 2 6 credits

Area II: Six credits 6 credits
from Anthropology 4,
5, Economics 1, 2,
Political Science 11,
Psychology 3, and
Sociology 3

Science and Mathematics

Area I: Eight credits 8 credits
from Biology 1-2, 3-4,
Chemistry 3, 4, 3x, 4x
for professional majors

or Ten credits from 10 credits
Physics 20, Chemistry
21 and Biology 22 for
all other majors

Area II: Three or four 3-4 credits
credits from
Mathematics 11z, 12z,
15, 16, 30, or 40.**

Communication, Visual and Performing Arts

Area I: Speech 3 3 credits

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

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

***Science, Mathematics, Pharmacy and Health Professions majors (except Physician Assistant and Sports Sciences majors) must register for Mathematics 30. Teaching and Learning majors must register for Mathematics 11z. Business majors must register for mathematics 16. All other majors, including Nursing, Physician Assistant and Sports Sciences majors, must register for Mathematics 15 or 16.*

****Required only of Richard L. Conolly College and the School of Education students. Note: Students in the University Honors Program satisfy the core requirements in the Humanities, the Social Sciences, and Communication, Visual and Performing Arts by the appropriate Honors Program seminars.*

Writing Across the Curriculum

The Writing Across the Curriculum (WAC) Program is an important component of the Brooklyn Campus core curriculum. The WAC Program mission has two goals: (1) to implement and supervise the Brooklyn Campus's writing-intensive requirement, and (2) to manifest and support the faculty's emphasis on writing, both in the core and across the disciplines. The LIU WAC Program encourages students to recognize that writing is a key to their achieving those goals – common to all disciplines – set forth in the Campus's mission statement: the acquiring of essential literacies, and the development of intellectual curiosity, analytic and reasoning skills, and effective communication skills. To this end, throughout their undergraduate careers, students are expected to produce a substantial body of written work in core courses as well as in upper-division courses offered by all academic departments. To fulfill their writing-intensive requirement, students must complete English 16, the Core Seminar, and a writing-intensive course in their majors. Transfer students with the equivalent of one year of college-level composition are required to complete the writing-intensive requirement in their major. See academic advisers for specific writing-intensive courses required in the major.

Computer Literacy Requirements

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

By passing all three sections of the Computer Skills Evaluation Exam (CSEE) listed below, with a C+ or higher.

or

By passing all three designated Computer Science courses listed below, with a C+ or higher.

By combining options 1 and 2, a student may substitute a passing grade of C+ or higher in the designated Computer Science course(s) for the corresponding section(s) of the CSEE.

Designated Computer Science Course Corresponding CSEE section

CS-9 (Introduction to Windows Environment) Windows

CS-9A (Word Processing) Word

CS-9H (Internet WWW) Internet/e-mail

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

Other Requirements

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

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

**The liberal arts and sciences requirement is satisfied by Richard L. Conolly College courses*

and certain other nonprofessional courses.

Academic Records

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

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

Courses in Plan Field

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

Courses in Minor Field

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

Double Major

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

Elective Courses

Students may take any courses in the curriculum to complete the 128 credits required for graduation, provided that they have completed all prerequisites and provided the courses are not restricted to specific majors. A sufficient number

of electives must, however, be in the liberal arts and sciences to satisfy requirements for graduation (see Other Requirements, above).

Honors Study

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

ACADEMIC REGULATIONS

Note: Academic regulations for Global College can be found in their separate catalog.

Numbering of Courses

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

Grades and Symbols

1. The following grades are used:

Grade	Quality Point	Grade	Quality Point
	Equivalent		Equivalent
A	4.0	C+	2.33
A-	3.67	C	2.0
B+	3.33	C-	1.67
B	3.0	D	1.00
B-	2.67	F	0.0
		P	0.0

2. The following symbols are used:

INC (Incomplete)

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

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

An INC grade that is not made up during the next semester becomes an F.

ABS (Absent from Final Examination)

The symbol ABS is assigned when a student fails to take the final examination in a course in which he or she was doing satisfactory work.

If a student fails to take a deferred final examination, the ABS is changed to F at the end of the next semester. If the ABS is made up, the final grade will appear on the student's permanent record as I followed by the grade. A student who receives an ABS in the first half of a hyphenated course may take the second half of the course only with the written permission of the Chair of the department concerned.

A grade of F is assigned when a student misses the final examination in a course in which he or

she was doing unsatisfactory work.

See Absence from a Final Examination, for procedures for filing for a deferred final.

W (Withdraw)

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

WF (Withdraw, failed)

The symbol WF is assigned when a student withdraws and is doing unsatisfactory work. The WF is not computed in the cumulative average.

UW (Unauthorized Withdrawal)

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

U (Unsatisfactory)

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

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

Pass/Fail Option

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

Promotion from Class to Class

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

Recognition of Superior Scholarship

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

subsequently changed to grades, may not be placed on the Dean's List for that semester. A student who receives an NGR (no official grade received) in any semester will not be placed on the Dean's List until the NGR is replaced with a grade, excluding those listed above, that otherwise qualifies the student for the Dean's List.

Students who attain a 3.70 cumulative index for 16 credits or more are eligible for a Dean's Award. Students who achieve a grade-point average of 3.48, 3.68, or 3.78 for 128 credits may be graduated respectively cum laude, magna cum laude or summa cum laude. Transfer students must have completed at least 60 credits at the Brooklyn Campus in order to qualify for such honors.

Academic Responsibility

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

Exemptions

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

Auditing of Courses

Auditors are students who, with the permission of their adviser and the dean of the course they plan to audit, register for that course in order to improve their knowledge of it. They receive no credit for the course and pay half tuition for it. Laboratory courses may not be audited. Dean's List students may audit courses without paying a fee.

Registration

Registration is conducted in advance of each semester. All students in attendance are required to register before the in-person registration period.

Student Access to Educational Records

In compliance with the Family Educational Rights and Privacy Act, the Brooklyn Campus of Long Island University 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.

Definitions

Semester Hour

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

Plan

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

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

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

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

Minor

A minor consists of at least 12 credits in courses numbered over 100 in a department or discipline other than the student's major department. Students should consult department advisers for specific requirements, or they may formulate a thematic interdisciplinary minor with the approval of the Chair of their major department and the appropriate Dean. (Not all disciplines permit a student to minor in their areas.) A student may complete more than one minor with the approval of the appropriate Department Chair.

Electives

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

Quality Points

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

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

To graduate, a student must have a quality-point ratio of not less than 2.0 in all work and a 2.0 in the major.

Matriculation

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

Administrative Regulations

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

Changes of Address or Telephone Number

A student must report changes of address or telephone number to the Office of the Registrar.

Cancellation of Courses

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

Attendance

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

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

Tardiness

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

Absence from Tests and Midterm

Examinations

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

Absence from a Final Examination

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

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

If the absence was caused by death in the immediate family, the student must inform the Dean of the date of the death and his or her relationship to the deceased.

See the Academic Calendar for published dates of deferred finals. See Grades and Symbols for the grade assigned when a student misses a final examination.

Good Standing and Probation

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

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

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

A probationary student is barred from participation in extracurricular activities and, at the discretion of his or her Dean, may be required to carry a limited program. Being placed on probation does not mean loss of good academic standing.

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

committee is the highest authority on questions of probation.

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

Discipline

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

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

Cheating on examinations and plagiarism of any sort are unacceptable and, if proven, are cause for the most severe penalties up to and including suspension or dismissal from the University.

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

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

involved. The instructor also has the right to fail the students for the course.

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

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

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

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

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

Grievance Procedure

Students at the Brooklyn Campus may expect a scrupulous regard for their rights as students and individuals and should expect to be treated fairly and with courtesy by all members of the academic community. In any matter in which students feel that their rights have been violated, or in matters of serious dispute with members of the administration or faculty, students may avail themselves of the following formal grievance procedure:

1. The student will write out a clear statement of the grievance.
2. The student may submit this statement to the staff member involved. The student will be given a written response within a reasonable time.
3. If the student is not satisfied with the response (or initially, if preferred) the student may submit a statement to the appropriate director or department head. The director will review the matter and provide the student with a written response within a reasonable time.
4. If still not satisfied, the student may institute a formal complaint with the Dean of the School

in which he or she is enrolled. The Dean will review the matter, hear the student and staff member where appropriate, and see that the proper action is taken.

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

Readmission

If students have been suspended or dismissed for disciplinary reasons and desire to return to the Brooklyn Campus of Long Island University, their applications for readmission are referred to the Office of the appropriate Dean.

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

Withdrawal from All Courses

Students who are on academic probation and who withdraw from all courses are not eligible for readmission without the approval of the appropriate Dean. Students in good academic standing who withdraw officially from all courses receive a leave of absence automatically.

To withdraw, students must give a valid reason and obtain an Application for Permission to Withdraw from the Office of the Registrar, fill it out as indicated, and have it approved by the Office of the Dean, and clear their financial accounts.

A registered letter to the appropriate Dean will suffice if circumstances prevent a student from withdrawing in the regular fashion. The penalty for failure to comply with such regulation is forfeiture of the right to honorable dismissal. Such a penalty jeopardizes a student's eventual readmission and any transfer of credits to another university.

Honorable dismissal implies that a student withdrew voluntarily and that his or her conduct was good; it does not necessarily mean that the student was in good academic standing.

Withdrawal from One or Several Courses

Students may withdraw from a course provided that they notify their instructors of their intention to do so. Students should initiate withdrawal from a course through the Office of the Registrar.

The symbol entered on the transcript, in cases of official withdrawal within the first four weeks of the semester, is W.

If a student officially withdraws after the fourth week of the semester, the symbol W will be entered on the transcript if satisfactory work was done up to the date of withdrawal. If the student's work was unsatisfactory, the symbol WF can be assigned by the instructor.

When students register for a course, they are considered to be in attendance until the date of their official withdrawal. The final date for official

withdrawal is approximately two weeks following the end of the official midterm examination period. See published Schedule of Classes for last day to withdraw from undergraduate courses.

A student who unofficially withdraws from a course receives a UW.

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).

Repeating Courses

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

Residence Requirement

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

Students enrolled in Brooklyn programs at branch campuses or off-campus sites must register for and complete residency requirements (usually six credits) at the Brooklyn Campus.

Policy for Taking Courses at Another Institution

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

- Students must file an Application to Take Courses at Another Institution with their respective Dean's office. Students must have the relevant department verify the Brooklyn Campus equivalency and credits. The Dean may then grant permission. Note: the dean, not the department grants permission.
- The other institution must be a four-year accredited institution (two-year community colleges are unacceptable).
- It must not be within the New York City metropolitan area (within a 50-mile radius of Long Island University's Brooklyn Campus) except as noted below.
- Students may be permitted to take specialized courses not offered on Campus, e.g., Japanese, or Medieval Stained Glass Windows.

- Only credits for courses with grades of C or better may be transferred back to the Brooklyn Campus.

Honor Societies

Alpha Lambda Delta

The Brooklyn Campus chapter of Alpha Lambda Delta was installed September 1995 as the only New York City chapter of this National Freshman Honor Society. It is open to students of all majors with 24 to 30 core credits and a minimum grade point average of 3.5. Grants to outstanding members in the sophomore and graduating years are available. Chapter leaders attend national training conferences. All inductees are lifetime members.

Alpha Chi

The New York Sigma chapter of Alpha Chi, a member of the Association of College Honor Societies, is a national college honor scholarship society that accepts juniors from all majors with a minimum grade point average of 3.75 and graduating seniors from all majors with a minimum grade point average of 3.65. Members are eligible for scholarships applicable to graduate and professional study, for participation in national conferences and for other awards. The total number elected may not exceed 10 percent of any graduating class. All inductees are lifetime members. (Former members of Optimates are honorary members of Alpha Chi.)

Departmental Honor Societies

Biology

Alpha Epsilon Delta

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

Phi Sigma Society

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

Business

Sigma Beta Delta

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

Chemistry

Student Affiliate of the American Chemical Society

In 1956 the American Chemical Society granted a charter authorizing the establishment of a student affiliate group of the American Chemical Society at the Brooklyn Campus of Long Island University. The purpose of this national society is to encourage high standards of scholarship in Chemistry and allied studies, to stimulate interest in the chemical profession, and to promote association with students of similar interests in neighboring institutions. Requirements for senior membership: 16 credits of Chemistry with a 3.00 grade point average.

Economics

Omicron Delta Epsilon

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

English

Sigma Tau Delta

In 1957 the Omicron Zeta Chapter of Sigma Tau Delta, an international national honor society for students of English, was organized at the Brooklyn Campus. The purpose of the chapter is to encourage advanced study in literature and writing and to honor outstanding students in the field by election to membership. To become a full member, a student must be an English major who has completed six advanced credits in English at the Brooklyn Campus with a 3.00 grade point average

in English and an overall grade point average of 2.75 or must be an English major who has completed the required core English courses at the Brooklyn Campus with a 3.50 grade point average in English and a 3.00 overall grade point average. Associate membership is open to the following students: (1) non-English majors who have completed six advanced English credits at the Brooklyn Campus with a 3.00 grade point average in English and a 2.75 overall grade point average and (2) students who have completed six credits of basic English at the Brooklyn Campus with a 4.00 grade point average and an overall grade point average of 2.75.

History

Phi Alpha Theta

A History honor society was organized in the Fall of 1950. Its purpose was to give History majors an opportunity to learn the techniques of independent research and to acquire skill in oral presentation. In the Spring of 1956 that honor society was admitted as a sister chapter, Epsilon Omega, to Phi Alpha Theta, the interuniversity national honor society for History students. Requirements for membership: 12 credits of History with a 3.00 grade point average and a 3.00 grade point average in two thirds of the remainder of the member's courses.

Journalism

Kappa Tau Alpha

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

Society of Professional Journalists

Sigma Delta Chi

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

Nursing

Lambda Iota Upsilon

In 1999 the Lambda Iota Upsilon Nursing Honor Society was founded on the Brooklyn

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

Political Science

Pi Sigma Alpha

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

Psychology

Psi Chi

Psi Chi is the national honor society in Psychology. Nine credits in Psychology, or six credits and current registration for three additional credits, are required for membership. Candidates must be in the upper third of their class in Psychology and in the upper half of their class overall.

Social Work

Phi Alpha

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

Speech

Speech-Language-Hearing Society

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

AWARDS

Departmental Awards

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

Special Awards

American Society of Women Accountants' Award

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

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

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

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

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

The Constance Bacile Memorial Award

This award, given annually to a student displaying academic excellence and integrity, was established in memory of Constance Bacile, '31, an active member of the Alumni Association throughout her adult life. She served as campus Director of Student Activities and Foreign Students and as Coordinator of Special Events.

Becker CPA Review Course Award

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

Stanley S. Bergen Jr. Award

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

The Rudy Bruner Award

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

The Sylvia Buch Memorial Service Award

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

outstanding service to the student body of the Brooklyn Campus.

John Burton '35 Molecular Biology Award

This annual award is presented to an outstanding student of Molecular Biology. The prize is intended as an incentive for undergraduates to achieve their potential.

John Burton '35 Science Award

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

Maren Lockwood Carden Award in Sociology

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

The Ira A. Cohen Memorial Award

This award was established in memory of Ira A. Cohen, '65, who served the Brooklyn Campus with dedication and enthusiasm, holding positions ranging from Student Government officer to Alumni Association president. It is given annually to one or more students who exhibit qualities of student leadership.

Paula M. Cooper Memorial Award

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

Cooperative Education Student of the Year Award

This award is presented for outstanding performance and dedication to the principles and ideals of the Cooperative Education Program.

The Mildred L. B. de Barrit International Student Award

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

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

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

Economics-Mathematics Honor Award

This special Honor Award is given to students who have specialized in Economics-Mathematics.

The Edward Edelman and Susanne Popper-Edelman English Essay Prize

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

Margaret Fuchs Community Health Award

This award is given by the faculty of the School of Nursing to the Senior Nursing student who has demonstrated excellence in Community/Public Health nursing.

Sue Sabia Gillick Award

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

Gleim CPA Review Award

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

The Alvin Gruder Memorial Award

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

The Michael Hittman & Meryl Singer Award

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

The Jacob L. Holtzmann Award

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

The William M. Hudson Memorial Award

This award is presented by the Department of Economics to a senior majoring in Economics whose scholarship and character merit recognition. The award honors the memory of the longtime Chair of the Department, who served also as Dean and Acting President.

The Esther Hyneman Graduate Awards in Poetry and Fiction

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

Kaplan CPA Review Course Award

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

Amy and Theodore E. Kruglak Award for Seawanhaka Editor

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

Kruglak Fellowship in International News Reporting

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

The Waldo John Lombardi Award

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

The Garrett Mattingly Award

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

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

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

New York State Society of Certified Public Accountants

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

The Louis and Ann Parascandola Graduate English Award

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

The Melvin A. Pasternack Alumni Award

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

Pauline Pennant Memorial Award

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

The Phi Sigma Award

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

The Marion Pincar Award

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

Physical Education Award

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

George Polk Student Award

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

The John Schultz Award for Outstanding Service

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

The School of Business Advisory Board Award

The School of Business Advisory Board Award was established in 2007. The recipient is chosen based on his or her academic excellence, community service and commitment to the School of Business.

The Irene Sell Award for Interest in Nursing Issues

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

The Semper Vigilante Alumnae Award

This award is given annually to a woman of the graduating class with a good scholastic record who, in a wide range of student activities, has shown good character, initiative and qualities of leadership.

The Leon Sinder Prize in Anthropology

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

The Robert D. Spector Award for Academic Excellence

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

Edna K. and Jacob S. Spiro Law Award

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

The Wall Street Journal Award

This award, consisting of a bronze medal embedded in a block of Lucite™, is presented annually to a graduating senior majoring in Business who has shown the greatest scholastic development.

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

Trained and experienced in the law, classical logic, Greek, sociology and education, Professor Max Wolff embodied the wisdom of the ages. He lent strength and dignity to Long Island University and brought understanding, courage and scholarship to the Department of Teaching and Learning. This award, established in 1973, is presented annually by the Teaching and Learning faculty to the senior majoring in Teaching and Learning who best

exemplifies those principles for which Professor Wolff fought and those qualities that defined his life.

Rose Ann Woll '64 Memorial Award

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

The Outstanding Senior Mentor Award

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

Alfred DiMaio Award for Outstanding Achievement in Political Science

This award, re-named for former faculty and department chair, Alfred DiMaio in 2007, is presented annually to outstanding students in Political Science.

Kappa Tau Alpha

National Honor Society in Journalism and Mass Communication

Top Scholar Award

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

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

Lefferts Brown Award for Excellence in the Field of Digital Audio

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

Jerry Dantzie Award for Excellence in Photography

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

Melvin A. Pasternack '54 Alumni Award

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

CPAexcel CPA Review Course Award

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

The School of Business Distinguished Financial Student Award

This award is presented annually to our most distinguished undergraduate finance student who has shown the greatest scholastic development. The recipient is chosen based on his or her academic achievement, attitude, individual growth and potential. The student will receive a one-year subscription to the Wall Street Journal.

Sovereign Santander Universities Award

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

The Leo Schloss Excellence in Accounting Awards

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

Josephine Blumer Outstanding Student Award

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

Esther Siegel Leadership Award

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

Valerie Michelson Award for Community Service

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

The Laita Jean-Louis Memorial Award for Perseverance

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

Presenter: Dawn F. Kilts, Dean, School of Nursing

Eileen Augente Award for Excellence in Clinical Teaching

Service Awards

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

Athletic Awards

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

Student-Athletes of the Year

The most prestigious award presented at each year's awards ceremonies, is given to honor the male and female individuals who have made a significant contribution to their sport and the athletics program of the Brooklyn Campus of Long Island University.

Leonard Ching Outstanding International Student-Athlete Award

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

Michelle Antoinette Hamdan Memorial Award

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

Scholar-Athlete of the Year Award

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

William "Dolly" King Memorial Award

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

RICHARD L. CONOLLY COLLEGE OF LIBERAL ARTS AND SCIENCES

Richard L. Conolly College of Liberal Arts and Sciences is the hub of undergraduate education at Long Island University's Brooklyn Campus, offering diverse degree programs in the humanities; the sciences; the social sciences; and the communications, visual and performing arts. It provides the general educational foundation for all academic and professional programs at the Campus through its core curriculum. Conolly College also offers an array of dual degrees and comprehensive graduate programs, including the B.S/M.S. in Communication Sciences and Disorders/Speech-Language Pathology and the Ph.D. in Clinical Psychology. Our diverse curriculum allows you to sample a range of academic disciplines, from biology and chemistry to dance and media, from creative writing and philosophy to psychology and history.

Our outstanding faculty members are not only experts in their fields, but also supportive mentors who will help you to become comfortable with the college culture as you hone your critical thinking and communication skills, and strive to reach your full potential.

At the College of Liberal Arts and Sciences, we believe in providing our students with the academic preparation necessary for lifelong learning and in equipping them with the skills, knowledge, and insights to be productive citizens, thus enabling them to participate fully in the complicated world in which we live. It is our task to ensure that all graduates are successful in entering the workforce, thereby elevating their prospects for greater financial independence.

For information, please contact the Dean's Office at 718-488-1003, fax 718-780-4166, or visit the website at www.liu.edu/brooklyn/clas.

David Cohen

Dean
david.cohen@liu.edu

Maria Vogelstein

Assistant Dean
maria.vogelstein@liu.edu

Hamid Rahim

Assistant Dean
hamid.rahim@liu.edu

Judy Luu

Assistant to the Dean
judy.fan@liu.edu

Kevin Lauth

Associate Dean
kevin.lauth@liu.edu

Oswaldo Cabrera

Assistant Dean
oswaldo.cabrera@liu.edu

Faye Pollack

Executive Assistant to the Dean
faye.pollack@liu.edu

Michell Stanley

Administrative Secretary
michell.stanley@liu.edu

Fields of Study

Biochemistry	Media Arts
	Music (Applied Music, Music Theory, Jazz Studies)*
Biology	Philosophy*
Chemistry	Philosophy*
Communication Sciences and Disorders	Physics**
Dance	Political Science
Economics	Psychology
English	Social Science
Fine Arts	Sociology/Anthropology
Foreign Languages and Literature*	Speech
History	Theatre**
Humanities	
Journalism	
Mathematics	

*Not offered as a major in the evening session.

**No major offered.

The fields of study are grouped as follows:

I. Division of Humanities

- Communication Sciences and Disorders
- English
- Foreign Languages and Literature (French, Italian and Spanish)
- Humanities
- Philosophy
- Minors in Gender Studies and Africana Studies

II. Division of Science

- Biochemistry
- Biology (Medical Technology, Cytotechnology, Nuclear Medicine Technology, and Molecular Biology)
- Chemistry
- Mathematics
- Physics

III. Division of Social Science

- Economics
- History
- Political Science
- Psychology
- Social Science
- Sociology/Anthropology
- Minors in Latin American and Caribbean Studies and Asian Studies

IV. Division of Communications, Visual and Performing Arts

- Journalism and Communication Studies (Speech)
- Performing Arts – Dance, Music and Theatre
- Media Arts
- Visual Arts

Associate Degree

To qualify for an associate degree students must complete at least 64 credits in the liberal arts and sciences with a minimum 2.0 grade-point average.

Students who intend to continue on to a bachelor's degree must reapply for admission. Students interested in an associate degree should

seek counseling. For further information, contact the Associate Dean, Richard L. Conolly College.

Pre-Law Advisement

Students considering law school and law as a career should consult as early as possible with the pre-law adviser for help in drawing up their academic programs. Students should also seek advice regarding when to take the law school admission test (LSAT) and when to submit applications to law schools. A brochure on Pre-Law: Undergraduate Preparation at Long Island University / The Brooklyn Campus is available. Contact Dr. Stacey Horstmann-Gatti, History Department, Room 8th Floor Humanities Bldg (718) 488-1057.

Premedical and Preprofessional Evaluating Committee

The Premedical and Preprofessional Evaluating Committee assists students planning to apply to schools of medicine, dentistry, chiropractic, podiatry, osteopathy, optometry and veterinary medicine. Advisers are available in the Science Division to work with students regarding preparing for entrance into these professional schools. Students interested in entering these health professions and who desire a "composite" letter of recommendation from the committee should register with the chair of the committee, preferably in their freshman year. Contact Dr. Edward Donahue, Chemistry Department, Room M-804; (718) 488-1664.

HUMANITIES (DIVISION I)

The Humanities Division offers undergraduate degrees in English, foreign languages and literature, and philosophy; and graduate degree programs in English. Each provides a humanistic foundation for almost all professional fields. The Division also offers undergraduate and graduate programs in communication sciences and disorders, which serves to advance this expanding discipline within a culturally and linguistically diverse society. An interdisciplinary major also is available in the humanities, and students can minor in English, Spanish, French, philosophy, gender studies and Africana studies.

Students must fulfill the requirements of the core curriculum, and satisfy the requirements of their major. Of the 128 credits required for graduation, at least 48 must be earned in courses numbered above 100.

Department of Communication Sciences and Disorders

(718) 488-4122

Professor: Moses (Chairperson)

Associate Professors: Champion (Graduate Program Director), Koenig, G. Youmans, S. Youmans

Assistant Professors: Shi, Tyrone

Clinical Administrators: Dwyer (Clinical Director), Rosas (Assistant Clinical Director)

Academic Advisor: Briffel

Adjunct Faculty: 10

The Department of Communication Sciences and Disorders offers a pre-professional undergraduate program in Communication Sciences and Disorders, and a graduate program in Speech-Language Pathology. The Department is committed to advancing the study of human communication sciences and disorders within a culturally and linguistically diverse society.

Intellectual growth is promoted through the recognition and expression of multiple theoretical, cultural, and individual perspectives. The Department of Communication Sciences and Disorders fosters respect for diversity and a commitment to serve individuals with communication problems.

B.S. in Communication Sciences and Disorders

The Department offers a pre-professional program leading to a Bachelor of Science Degree in Communication Sciences and Disorders (CSD). Upon graduation, students will be prepared to begin their graduate studies in Speech-Language Pathology.

Students who wish to major in CSD must make an appointment to see the undergraduate program director for an initial meeting. Students accepted

into the department will be assigned a departmental advisor. Thereafter, the student should schedule a meeting with his or her advisor at least once a term. Students must bring an unofficial transcript of their grades to all advisement meetings. The advisor will check grades and prerequisite courses as the student is assigned into specific classes. Advisors will also assist students in developing objectives, exploring career possibilities, and devising a personalized plan of study that will best prepare them for graduate study.

Entry into the major:

All students must meet the following requirements to matriculate as a major in Communication Sciences and Disorders:

1. Acceptance to Long Island University – Brooklyn Campus by the Office of Admissions.
2. A personal interview with the undergraduate program director.
 - Students must bring an unofficial transcript of their grades to this interview.
 - Entry into the program is contingent upon recommendation by program director.
3. A minimum cumulative grade point average (GPA) of 2.75 GPA.

Academic Standing

The program in Communication Sciences and Disorders is a pre-professional program in Speech-Language Pathology. This is a very competitive profession. There are many students competing for admission into graduate school, and graduate programs in the greater New York area accept a limited number of students each year. A graduate degree in Speech-Language Pathology is necessary in order to qualify for professional certification and licensure: the Certificate of Clinical Competence from the American Speech-Language Hearing Association and the New York State License in Speech-Language Pathology. In order to ensure your success, we have established the following academic standards within the Department of Communication Sciences and Disorders at Long Island University, Brooklyn Campus:

1. Students must attend all class meetings and be in class on time. Consistent absences or lateness will affect students' final grades.
2. The following sequence is prerequisite to advanced coursework:
 - SPE 100: Voice and Diction
 - SLP 100: Culture, Communication and Language I
 - SLP 104: Articulatory Phonetics
 - SLP 113: Anatomy & Physiological Bases of Speech and Language I
 - SLP 125: Culture, Communication and Language II
 - SLP 133: Speech Science I: Acoustic Phonetics
 - SLP 213: Anatomy & Physiological Bases of Speech and Language II
 - SLP 231: Language Acquisition Across the Lifespan I: The Early Years
 - SLP 233: Speech Science II: Research Methods

and Acoustic Applications

3. Students must achieve a B- or higher in these courses to continue in the major. Students may repeat a course no more than once. Students must complete foundation and intermediate courses before taking advanced courses. Students are required to honor all course pre-requisites and receive acceptable grades to continue in the program. Instructors will not allow students to remain in a class for which prerequisite coursework has not been taken.
4. It is the responsibility of students to follow the sequence of courses outlined in the undergraduate bulletin.
5. To continue in the major and take advanced 300 and 400 level courses, students must maintain a minimum **overall GPA of 3.0** and achieve and maintain a minimum **GPA of 3.0 across all SLP courses**. Students may receive no more than one grade of C+ or lower in the major (i.e., required courses in Speech-Language Pathology or Psychology). Students who receive a grade of C+ in any course will be strongly encouraged to retake that course. If a student receives 2 or more grades of C+, the Academic Standing Committee will review his or her academic record and determine whether he or she will be permitted to continue in the major.
6. All students are assigned a faculty advisor. Students doing C+ or below work in any course in their major at midterm must see their advisor at once (well before the end of the term).
7. Students are expected to maintain high standards of ethical conduct and integrity. Any student who violates these standards will be asked to leave the major.
8. Students who are having difficulty managing the requirements of the program will be directed to appropriate counseling and academic support services by their departmental advisors, and recommendations will be recorded in the student's file. Students are expected to follow up on all faculty recommendations. Students can also contact the Academic Advisement Center themselves: 718-488-1042.
9. Students who do not maintain required academic standing as outlined above will be referred to the Departmental Committee on Academic Standing. This committee may recommend dismissal from the CSD major. Grievance procedures are those followed by the University.
10. Students should be aware that while they may graduate with a minimum overall GPA of 3.0 in major and minimum SLP GPA of 3.0, most graduate programs in SLP have higher GPA admissions requirements. Therefore, students should strive to earn higher grades than those stipulated above.

Clinical Observation (SLP 410 and 411)

All majors must complete Clinical Observation as part of SLP 410 and 411. As part of these courses, students spend time observing professional speech-language pathologists and

audiologists, and obtain a minimum of 12.5 observation hours in each course. Students are expected to uphold all dress codes, attendance requirements, and standards of professional conduct set both by their observation sites and by the program in Communication Sciences and Disorders at the LIU Brooklyn Campus.

National Student Speech Language Hearing Association (NSSLHA)

NSSLHA is the pre-professional national organization for master's candidates and undergraduate students interested in the study of normal and disordered human communication behavior. The Department of Communication Sciences and Disorders at the LIU Brooklyn Campus has established a Speech-Language-Hearing Society as a local chapter of the NSSLHA. All speech majors are encouraged to apply for membership.

The Speech-Language-Hearing Society will serve as a forum for discussion of issues both in the Speech Pathology program at LIU and in the field itself. It will also serve as a network between students, faculty and practitioners.

Any student desiring membership into the Speech-Language-Hearing Society should register with the Recording Secretary before a general meeting. NSSLHA application forms can also be obtained from the Recording Secretary or in the department office.

Communications Sciences & Disorders Bachelor of Science Major Requirements

Major Grade Point Average

3.00 Major GPA Required.

The following thirteen (13) courses must be fulfilled:

SLP	100	Culture Communication and Language I	3.00
SLP	104	Phonetics	4.00
SLP	113	Anatomical and Physiological Bases for Speech and Language I	3.00
SLP	125	Culture Communication and Language II	3.00
SLP	133	Speech Science I	3.00
SLP	213	Anatomical and Physiological Bases for Speech and Language I	3.00
SLP	231	Language Acquisition Across the Lifespan I: The Early Years	3.00
SLP	233	Speech Science II	3.00
SLP	321	Audiology I - Hearing Science	3.00

SLP	331	Language Acquisition Across the Lifespan II: School Age Adolescence, and the Later Years	3.00
SLP	410	Introduction to Communication Disorders I	4.00
SLP	411	Introduction to Communication Disorders II	4.00
SLP	421	Audiology II - Aural Rehabilitation	3.00

Communication Sciences & Disorders Ancillary Requirements

The following five (5) courses are required:

PSY	107	Developmental Psychology I	3.00
PSY	108	Developmental Psychology II	3.00
PSY	110	Abnormal Psychology	3.00
SPE	100	Voice and Diction	3.00
TAL	251	Students with Special Needs	3.00

One of the following two (2) courses are required:

MTH	100	Introductory Statistics	3.00
PSY	150	Statistics in Psychology	3.00

Bachelor of Science Core Requirements

Skills/Proficiency Requirements

Completion of the skills/proficiency courses listed in the undergraduate bulletin depends solely on placement examination.

The Skills Proficiency Courses are:

DSM 01, DSM 09, ENG 13 or 13X, ENG 14 or 14X

DSM	01	Developmental Skills Mathematics 01	0.00
DSM	09	Developmental Skills Mathematics 09	0.00
ENG	13	English Composition	3.00
ENG	14	English Composition	3.00

English Composition Core Requirement - Three credits from the following

ENG	16	English Composition	3.00
ENG	16X	English Composition for Nonnative Speakers	3.00

Core Seminar Requirement

COS	50	Idea Of The Human	3.00
-----	----	-------------------	------

Speech Core Requirement

SPE	3	Oral Communication	3.00
-----	---	--------------------	------

English Literature Core Requirement - Six credits from the following (a student must be in the Honors Program to take HEG 21 or HEG 22)

ENG	61	European Literatures I	3.00
ENG	62	European Literatures II	3.00
ENG	63	American Literatures	3.00
ENG	64	Non-Western Literatures	3.00
HEG	21	Literature of the Human Imagination	3.00
HEG	22	English Literature of the Human Imagination	3.00

Philosophy Core Requirement

PHI	61	Philosophical Explorations I	3.00
PHI	62	Philosophical Explorations II	3.00

History Core Requirement

HIS	1	History of Civilizations to 1500	3.00
HIS	2	History of Civilizations Since 1500	3.00

Social Science Core Requirement - Six credits from the following (a student must be in the Honors Program to take HSS 21 or HSS 22)

ANT	4	Physical Anthropology	3.00
ANT	5	Cultural Anthropology	3.00
ECO	1	Introduction to Economics	3.00
ECO	2	Introduction to Economics	3.00
HSS	21	Civilization and Social Institutions	3.00
HSS	22	Civilization and Social Institutions	3.00
POL	11	Power and Politics	3.00
PSY	3	Introduction to Psychology	3.00
SOC	3	Introduction to Sociology	3.00

Communication, Visual and Performing Arts Core Requirement - Three credits from the following (a student must be in the Honors Program to take HAR 21 or HAR 22)

ART	61	Introduction to Visual Art	3.00
DNC	61	Dance Through Time	3.00
HAR	21	Art, Music, and Dance in Social Context	3.00
HAR	22	Art, Music, and Dance in Social Context	3.00
MUS	61	Music and Culture	3.00

THE	61	The Theatrical Vision	3.00
Science Core Requirement			
BIO	22	Biology and Modern Technology	3.00
CHM	21	Chemistry and Modern Technology	3.00
PHY	20	The Physical Universe	4.00

Mathematics Core Requirement - One course from the following

MTH	15	Mathematical Tools and Their Use	4.00
MTH	16	Finite Mathematics	3.00

Orientation Seminar Core Requirement

OS	1	The University: Discovery and Change	1.00
----	---	--------------------------------------	------

Foreign Language Core Curriculum Requirements

Must complete 6 credits in one of the foreign language disciplines listed below.

Foreign Language Core Spanish

SPA	11	Introductory Spanish I	3.00
SPA	12	Introductory Spanish II	3.00

Foreign Language Core French

FRE	11	Introductory French I	3.00
FRE	12	Introductory French II	3.00

Foreign Language Core Italian

ITL	11	Introductory Italian I	3.00
ITL	12	Introductory Italian II	3.00

Foreign Language Core Honors Spanish (a student must be in the Honors Program to take the following)

HLS	21	Honors Spanish	3.00
HLS	22	Honors Spanish	3.00

Foreign Language Core Honors French (a student must be in the Honors Program to take the following)

HLF	21	Honors French	3.00
HLF	22	Honors French	3.00

B.S./M.S. in Communication Sciences and Disorders/Speech Language Pathology

The B.S./M.S. program is offered to **1. entering freshman, 2. currently enrolled students at LIU and 3. to transfer students.** Students admitted to this program will have the opportunity to make a smooth transition from undergraduate pre-professional studies to graduate professional studies. Students who remain in good academic standing are guaranteed an uninterrupted continuation into their graduate studies ultimately

earning a B.S. in Communication Sciences and Disorders and an M.S. in Speech-Language Pathology. Although students begin taking graduate courses in the senior year, students requiring proficiency and skills courses may have a lengthened course of study.

Admission to the B.S./M.S. program

Students may apply to the B.S./M.S. program either as 1. Entering freshman, 2. Current LIU students, or 3. Transfer students. Program models are listed below.

1. Entering freshman (Fall admission only)

Students who have demonstrated exceptional academic performance in high school may be admitted into the B.S./M.S. program. Admission to the B.S./M.S. program does not guarantee automatic progression into the M.S. portion of the degree (600 level or higher courses). Students must meet specific competency standards at the end of their freshman and sophomore years in order to continue in the program. Only students who have a minimum cumulative 3.5 GPA overall in required SLP courses by the end of the Spring semester of their sophomore year will be allowed to continue in the B.S./M.S. program.

Admission Criteria

Admission to the B.S./M.S. program is competitive and requires:

- A minimum high school GPA of 3.2.
- Completion of a high school program in liberal arts and sciences to include 4 units of English, 3 of Math and 2 of Science (Biology and Physics).
- Satisfactory interview
- Demonstration of English writing proficiency

Admissions Procedures

- Applicants will be required to submit:
 - A completed application
 - Three academic letters of recommendation
 - A personal statement
- The CSD Admissions Committee will review applications. Those applicants meeting the above criteria may be invited to a personal interview and must demonstrate English writing proficiency.

Academic Standing

- In order to continue in the B.S./M.S. program, students must achieve a minimum grade of B+ in the following foundation courses:
 - SPE 100: Voice and Diction
 - SLP 100: Culture, Communication and Language I
 - SLP 104: Phonetics
 - SLP 113: Anatomy & Physiological Bases of Speech and Language I
 - SLP 125: Culture, Communication and Language II
 - SLP 133: Speech Science I
- All students must maintain a 3.5 average with no grades lower than "B" in math, science, psychology and advanced SLP courses.
- Students who receive a grade lower than a "B" in any course must retake that course.
- Students may not retake more than one SLP

course. If a student receives more than 1 grade below "B", the Academic Standing Committee will review his or her academic record and determine whether he or she will be permitted to continue in the B.S./M.S. program.

- Students leaving the B.S./M.S. program may continue in the B.S. degree program in CSD as long as they meet the requirements for that program.

2. Current students

Students currently enrolled in the CSD program at the Brooklyn Campus may apply to the B.S./M.S. program once they have completed a minimum of 45 credits, and before they exceed 90 credits.

Admissions Criteria

Admission to the B.S./M.S. program is competitive and requires:

- Completion of sixty undergraduate credits by date of admission.
- A minimum overall GPA of 3.2.
- A minimum grade of B- in each required SLP course, (SLP 100: Culture, Communication and Language I; SLP 104: Phonetics; SLP 113: Anatomy & Physiological Bases of Speech and Language I; SLP 125: Culture, Communication and Language II; SLP 133: Speech Science I).
- Satisfactory interview.
- Demonstration of English writing proficiency.

Admissions Procedures

- Applicants will be required to submit:
 - A completed application
 - Three letters of recommendation (two academic)
 - A personal statement
- The CSD Admissions Committee will review applications. Those applicants meeting the above criteria may be invited to a personal interview and to complete a writing sample in order to evaluate writing proficiency.
- Applicants must demonstrate English writing proficiency.

Academic Standing

In order to continue in the B.S./M.S. program:

- Students must maintain a minimum cumulative GPA of 3.2.
- Students may not receive grades lower than "B-" in math, science, psychology and advanced SLP courses.
- Students who receive a grade lower than a "B-" in any course must retake that course. Students may not retake more than one SLP course. If a student receives more than 1 grade below "B-", the Academic Standing Committee will review his or her academic record and determine whether he or she will be permitted to continue in the B.S./M.S. program.
- Students leaving the B.S./M.S. program may continue in the B.S. degree program in CSD as long as they meet the requirements for that program.

3. Transfer students

Transfer students who expect to earn an Associate of Arts and Sciences degree by the

spring semester prior to Fall admissions may apply. Transfer students declare their intent to apply for the B.S./M.S. by the time he/she has achieved 90 credits.

Admissions Criteria

Admission to the B.S./M.S. program is competitive and requires:

- Completion of sixty undergraduate credits by date of admission
- A minimum overall GPA of 3.2
- Undergraduate courses must include English Composition, Psychology, Introduction to Speech (Voice and Diction), Math, and Science (Biology and Physics).
- Satisfactory interview
- Demonstration of English writing proficiency

Admissions Procedures

- Applicants will be required to submit:
 - A completed application
 - Three letters of recommendation (two academic)
 - A personal statement
- The CSD Admissions Committee will review applications. Those applicants meeting the above criteria may be invited to a personal interview and to complete a writing sample in order to evaluate writing proficiency.
- Applicants must demonstrate English writing proficiency.

Academic Standing

In order to continue in the B.S./M.S. program:

- Students must maintain a minimum cumulative GPA of 3.2.
- Students may not receive grades lower than "B-" in math, science, psychology and advanced SLP courses.
- Students who receive a grade lower than a "B-" in any course must retake that course. Students may not retake more than one SLP course. If a student receives more than 1 grade below "B-", the Academic Standing Committee will review his or her academic record and determine whether he or she will be permitted to continue in the B.S./M.S. program.
- Students leaving the B.S./M.S. program may continue in the B.S. degree program in CSD as long as they meet the requirements for that program.

Communications Sciences & Disorders (SLP) B.S./M.S. Requirements

The B.S./M.S. Degree consists of two equal parts; the B.S. pre-requisites are listed in the first section below (SLP 100-600) and the M.S. foundation, and higher level requirements are listed second (SLP 600-644). The B.S./M.S. Degree gives students flexibility in choosing advanced electives.

Bachelor of Science Core Requirements

Skills/Proficiency Requirements

Completion of the skills/proficiency courses listed in the undergraduate bulletin depends solely on placement examination.

The Skills Proficiency Courses are:

DSM 01, DSM 09, ENG 13 or 13X, ENG 14 or 14X

DSM	01	Developmental Skills Mathematics 01	0.00
DSM	09	Developmental Skills Mathematics 09	0.00
ENG	13	English Composition	3.00
ENG	14	English Composition	3.00

English Composition Core Requirement - Three credits from the following

ENG	16	English Composition	3.00
ENG	16X	English Composition for Nonnative Speakers	3.00

Core Seminar Requirement

COS	50	Idea Of The Human	3.00
-----	----	-------------------	------

Speech Core Requirement

SPE	3	Oral Communication	3.00
-----	---	--------------------	------

English Literature Core Requirement - Six credits from the following (a student must be in the Honors Program to take HEG 21 or HEG 22)

ENG	61	European Literatures I	3.00
ENG	62	European Literatures II	3.00
ENG	63	American Literatures	3.00
ENG	64	Non-Western Literatures	3.00
HEG	21	Literature of the Human Imagination	3.00
HEG	22	English Literature of the Human Imagination	3.00

Philosophy Core Requirement

PHI	61	Philosophical Explorations I	3.00
PHI	62	Philosophical Explorations II	3.00

History Core Requirement

HIS	1	History of Civilizations to 1500	3.00
HIS	2	History of Civilizations Since 1500	3.00

Social Science Core Requirement - Six credits from the following (a student must be in the Honors Program to take HSS 21 or HSS 22)

ANT	4	Physical Anthropology	3.00
ANT	5	Cultural Anthropology	3.00
ECO	1	Introduction to Economics	3.00
ECO	2	Introduction to Economics	3.00
HSS	21	Civilization and Social Institutions	3.00
HSS	22	Civilization and Social Institutions	3.00

POL	11	Power and Politics	3.00
PSY	3	Introduction to Psychology	3.00
SOC	3	Introduction to Sociology	3.00

Communication, Visual and Performing Arts Core Requirement - Three credits from the following (a student must be in the Honors Program to take HAR 21 or HAR 22)

ART	61	Introduction to Visual Art	3.00
DNC	61	Dance Through Time	3.00
HAR	21	Art, Music, and Dance in Social Context	3.00
HAR	22	Art, Music, and Dance in Social Context	3.00
MUS	61	Music and Culture	3.00
THE	61	The Theatrical Vision	3.00

Science Core Requirement

BIO	22	Biology and Modern Technology	3.00
CHM	21	Chemistry and Modern Technology	3.00
PHY	20	The Physical Universe	4.00

Mathematics Core Requirement - One course from the following

MTH	15	Mathematical Tools and Their Use	4.00
MTH	16	Finite Mathematics	3.00

Orientation Seminar Core Requirement

OS	1	The University: Discovery and Change	1.00
----	---	--------------------------------------	------

Foreign Language Core Curriculum Requirements

Must complete 6 credits in one of the foreign language disciplines listed below.

Foreign Language Core Spanish

SPA	11	Introductory Spanish I	3.00
SPA	12	Introductory Spanish II	3.00

Foreign Language Core French

FRE	11	Introductory French I	3.00
FRE	12	Introductory French II	3.00

Foreign Language Core Italian

ITL	11	Introductory Italian I	3.00
ITL	12	Introductory Italian II	3.00

Foreign Language Core Honors Spanish (a student must be in the Honors Program to take the following)

HLS	21	Honors Spanish	3.00
HLS	22	Honors Spanish	3.00

Foreign Language Core Honors French (a student must be in the Honors Program to take the following)

HLF	21	Honors French	3.00
HLF	22	HonorsFrench	3.00

Communication Sciences & Disorders Major Requirements

The following thirteen (13) courses must be fulfilled:

SLP	100	Culture Communication and Language I	3.00
SLP	104	Phonetics	4.00
SLP	113	Anatomical and Physiological Bases for Speech and Language I	3.00
SLP	125	Culture Communication and Language II	3.00
SLP	133	Speech Science I	3.00
SLP	213	Anatomical and Physiological Bases for Speech and Language I	3.00
SLP	231	Language Acquisition Across the Lifespan I: The Early Years	3.00
SLP	233	Speech Science II	3.00
SLP	321	Audiology I - Hearing Science	3.00
SLP	331	Language Acquisition Across the Lifespan II: School Age Adolescence, and the Later Years	3.00
SLP	410	Introduction to Communication Disorders I	4.00
SLP	411	Introduction to Communication Disorders II	4.00
SLP	421	Audiology II - Aural Rehabilitation	3.00

Communication Sciences & Disorders Ancillary Requirements

The following five (5) courses are required:

PSY	107	Developmental Psychology I	3.00
PSY	108	Developmental Psychology II	3.00
PSY	110	Abnormal Psychology	3.00
SPE	100	Voice and Diction	3.00
TAL	251	Students with Special Needs	3.00

One of the following two (2) courses are required:

MTH	100	Introductory Statistics	3.00
PSY	150	Statistics in Psychology	3.00

The following course list represents the M.S. component of the B.S./M.S. in Speech Language Pathology (SLP).

The following are the required Foundation courses:

SLP	601	Introduction to Research in Speech-Language Pathology	3.00
SLP	602	Advanced Language Acquisition	3.00
SLP	603	Bilingual/Multicultural Foundations I: Communication and Language Learning in Bilingual/Multicultural	3.00
SLP	606	Advanced Neuroanatomy for Speech-Language Pathology	3.00
SLP	608	Seminar in Speech-Language Pathology	1.00
SLP	620	Comparative Phonology and Phonological Disorders	3.00
SLP	620.1	Phonological Analysis Lab	0.00

A minimum of 25 credits are required from the higher level courses listed below:

SLP	604	Biling/Multicult Foundations II: Assessment and Intervention: Methods & Materials	3.00
SLP	604.1	Biling/Multicult Foundations Lab 1 & 2	0.00
SLP	604.2		
SLP	605	Diagnostic Process	3.00
SLP	607	Clincial Audiology	3.00
SLP	609	Speech Science and Instrumentation	3.00
SLP	621	Fluency Disorders	3.00
SLP	622	Voice Disorders	3.00
SLP	626	Dysphagia	3.00
SLP	627	Motor Speech	3.00
SLP	630	Topics In Communication Disorders I	3.00
SLP	631	Topics In Communication Disorders II	3.00
SLP	640	Language Disorders in Children	3.00

SLP	641	Aphasia and Adult Neurogenic Disorders	3.00
SLP	642	Speech-Language-Hearing Services for Language-Learning Disabilities	3.00
SLP	644	Speech-Language-Hearing Services in Multicultural/Multilingual School Settings	3.00
SLP	720	Independent Study- Research on Disorders of Speech	1.00

A minimum of 8 units are required from the Practicum sequence:

SLP	610A	Clinical Practicum: Intro to Treatment of Speech-Language and Hearing Disorders	2.00
SLP	610B	Clinical Practicum: Intro to Treatment of Speech-Language and Hearing Disorders	2.00
SLP	610C	Clinical Practicum: Intro to Treatment of Speech-Language and Hearing Disorders	1.00
SLP	611A	Intermediate Clinical Practicum in the Treatment of Speech-Language and Hearing Disorders	1.00
SLP	611B	Intermediate Practicum in the Treatment of Speech-Language and Hearing Disorders/Monolingual.	1.00
SLP	611C	Intermediate Practicum in a School Setting/Bilingual	1.00
SLP	612A	Advanced Clinical Practicum: Assessment and Treatment Speech-Language and Hearing Disorders	1.00
SLP	613A	Extended Advanced Clinical Practicum	1.00
SLP	614A	Diagnostic Practicum: Children	1.00
SLP	614B	Diagnostic Practicum: Adults	1.00
SLP	614C	Extended Diagnostic: Practicum	1.00
SLP	615A	Audiology Practicum	1.00
SLP	616	Clinical Observation	1.00

Communication Sciences and Disorders Courses

SLP 100 Culture Communication and Language I

This is the first part of a two-semester course sequence designed for students of Communication Sciences and Disorders. Its broad aims are to introduce students to the structured nature of human linguistic communication and how language varies depending on communication mode (speech, writing, sign). This course will focus specifically on analyzing linguistic structure across phonological, morphological, syntactic, and discourse levels. These analysis techniques will be used to compare and contrast structural factors across languages.

Pre-requisite of SPE 3 is required.

Credits: 3

All Sessions

SLP 104 Phonetics

This course is comprised of lecture and laboratory components. It provides students with a strong foundation in the processes of speech articulation and comprehensive training in the transcription of speech using the International Phonetic Alphabet (IPA). Students study basic anatomical and physiological bases of speech production and relationship between phonetics to areas of linguistic science (especially socio-linguistics, dialectology, and phonology). Attention is given to dialectal variations in American English and to dialects of speakers of English as a Second Language. Students engage in extensive transcription of Standard English, dialectal forms, child speech, and disordered speech. Independent guided transcription exercises required.

Pre-requisites of SPE 3 and SPE 100 are required.

Credits: 4

Every Fall and Spring

SLP 113 Anatomical and Physiological Bases for Speech and Language I

This is the first part of a two-semester course sequence offering in-depth analysis of the anatomical and physiological bases for speech and language functions. Anatomy and physiology provide the framework for understanding complex human communication processes. This course includes an introduction to communication systems. Specific emphasis is placed on the respiratory, phonatory, resonatory, articulatory, and auditory systems.

Pre-requisite of SPE 3 is required.

Credits: 3

Every Semester

SLP 125 Culture Communication and Language II

This is the second part of a two-semester course sequence designed for students of Communication Sciences and Disorders. Its broad aims are to explore, in detail, the nature of human linguistic communication, and the extent to which linguistic

behavior varies across speakers and communities.

This course covers attitudes about language and the ways in which language expresses and is influenced by different linguistic communities and cultures.

Students will consider cases of language variation and change and will compare and contrast structural factors across dialects.

Pre-requisites of SLP 100 and SLP 104 are required.

Credits: 3

Every Spring

SLP 126 American Sign Language I

The purpose of this course is to provide basic instruction in American Sign Language (ASL) within a cultural context. Students will learn receptive and expressive vocabulary, grammar and finger spelling via a functional approach. An overview of the history, values, and social norms of the Deaf community will be provided. Linguistic structure of ASL will be introduced and cultural behaviors will be explored.

Credits: 3

Annually

SLP 127 American Sign Language II

ASL II is a continuation of ASL I with more advanced ASL instruction within a cultural context. This course will continue to develop students' receptive and expressive language skills via a functional, conversational approach. More advanced linguistic and grammatical features will be introduced, e.g., vocabulary, finger-spelling, use of space, directionality, classifiers, body shifting, and listing. Deaf culture will be further explored, including beliefs, behaviors, and activities in which Deaf individuals engage, i.e., social, literate and artistic activities. Prerequisites: ASL I or instructor permission.

Credits: 3

Annually

SLP 133 Speech Science I

This is the first part of a two-semester course sequence in Speech Science for students of Communication Sciences and Disorders. Speech Science I covers basic physical principles of acoustics and sound transmission, the relationships between speech articulation and acoustics, and the acoustical properties of individual speech sounds, prosody, and voice quality. Speech Science forms the link between articulatory phonetics and speech perception, it has wide application in speech technology.

Pre-requisites of SLP 104 and SLP 113 are required.

Credits: 3

All Sessions

SLP 213 Anatomical and Physiological Bases for Speech and Language I

This course is the second in a two-semester sequence designed to provide a foundation in anatomy and physiology related to speech and linguistic processes. This second semester focuses on the anatomy and physiology of the nervous system, with special emphasis on the structures and

functions required for normal speech production, swallowing, speech perception, linguistic processing, and communicative behavior.

Pre-requisite of SLP 113 is required.

Credits: 3

All Sessions

SLP 231 Language Acquisition Across the Lifespan I: The Early Years

This is the first part of a two-semester course sequence addressing language acquisition across the life span. This course examines language development in children of diverse cultural backgrounds, from birth through early childhood. Universals and variations across specific cultures (e.g., African-American, Latino, Asian) are examined. The developing pragmatic, syntactic, semantic and phonological components of language are explored in the context of cognitive, perceptual, affective and social development. Language acquisition as a precursor to the development of literacy is stressed. Bilingual first language acquisition will be introduced.

Pre-requisites of SLP 100, SLP 104 and SLP 125 are required.

Credits: 3

All Sessions

SLP 233 Speech Science II

This is the second of a two-semester course sequence in Speech Science for students of Communication Sciences and Disorders. It is meant to provide an appreciation of the complexity of speech production and perception via extensive experience in analyzing acoustic signals. Recent and classical studies in the fields of phonetics, sociolinguistics, and speech pathology are examined to demonstrate how acoustic measures can provide insight into the characteristics of normal, developing, and disordered speech across languages. Experimental design and procedures are discussed throughout the semester, and students will design and carry out individual research projects as part of the course.

Pre-requisite of SLP 133 is required.

Credits: 3

Annually

SLP 331 Language Acquisition Across the Lifespan II: School Age Adolescence, and the Later Years

This is the second part of a two-semester course sequence addressing language acquisition across the lifespan. This course examines the language development of children of diverse backgrounds from early school-age through adolescence. Universals and variations across specific cultures (e.g., African-American, Hispanic, Asian) are examined. The developing pragmatic, syntactic, semantic and phonological components of language are explored in the context of cognitive, perceptual, affective and social development. The relationship between language, learning and literacy will be stressed.

The pre-requisite of SLP 231 is required.

Credits: 3

All Sessions

SLP 410 Introduction to Communication

Disorders I

This is the first part of a two-semester course sequence in Communication Disorders across lifespan. This course will present an overview of typical processes related to communication and swallowing as a foundation for the study of the major categories of communication and swallowing disabilities. The etiology and symptomatology of communication disorders are examined with particular attention to disorders of language, articulation/phonology, and fluency. Assessment and treatment goals and procedures will be explored. Students will become familiar with the current research through reading the various professional journals. Twenty-five hours of clinical observation are required.

The pre-requisite of SLP 331 is required.

Credits: 4

Every Fall

SLP 411 Introduction to Communication

Disorders II

This is the second part of a two-semester course sequence in Communication Disorders across the life span. This course examines the etiology and symptomatology of communication and swallowing disorders with a special emphasis on organic and neurogenic problems. Culturally and linguistically appropriate assessment and treatment goals and procedures are explored. Students become familiar with the current research through reading the various professional journals. Twenty-five hours of clinical observation are required.

The pre-requisite of SLP 410 is required.

Credits: 4

Every Spring

SLP 421 Audiology II - Aural Rehabilitation

This course provides an understanding of the psychosocial impact of hearing loss, with an emphasis on impaired speech perception. It also discusses the principles and ongoing development of various approaches to management of hearing loss, including amplification and other sensory prostheses, manual communications, and rehabilitative therapies.

The pre-requisite of SLP 321 is required.

Credits: 3

Bi-annually

English Department

University Professor: Hagedorn

Professors: Allen, Bennett, Dilworth (Co-chair), Haynes Malinowitz, Matz, Mutnick, Parascandola, Pattison, Warsh

Professors Emeriti: Bernard, Braid, Henning, Hullot-Kentor, Hyneman, Kleinberg, Li, Silverstein, Templeton, Zilversmit

Associate Professors: Gilles, High, Horrigan, McCrary, McGarrity, Schweizer, Stephens (Co-chair), Swaminathan,

Assistant Professors: Bokor, Killoran, Peele

Instructors: M. Berninger, Sohn, Yoffie

Adjunct Professors: W. Berninger, Boutwell

Adjunct Associate Professor: L. Hassan

Adjunct Faculty: 20

The English Department offers a wide range of courses to meet the needs of a diverse student body. Beginning in the Writing Program, our courses provide training in textual analysis, interpretive skills and writing proficiency, skills that are crucial to success in college and beyond — as well as to the exercise of democracy and global citizenship. Our sophomore literature courses survey both Western traditions and the non-Western literatures of Africa, Asia and Latin America. In required core classes and degree programs, our emphasis is always on writing as a creative and rhetorical act and on the analysis of texts in historical, critical, and cultural contexts.

In addition to the English Department Writing Program and the surveys of literature in English required in the Humanities core curriculum, the Department undergraduate and graduate programs provide a selection of courses in American, British and world literature, as well as courses in gender studies, creative writing, rhetoric and ethnic studies. The Department also offers nontraditional courses (numbered above 200) that vary from semester to semester.

Candidates for the B.A. in English concentrate in literature, creative writing, or writing and rhetoric. The undergraduate program features coursework in cultural criticism, literary analysis, the essay, rhetoric and professional writing. The rigorous study of literary and cultural texts — from the canon and from traditions historically excluded from academic study — is at the center of our work.

B.A. in English

Bachelor of Arts Core Requirements

Skills/Proficiency Requirements

The total number of credits required from the following will depend on placement.

DSM 01	Developmental Skills Mathematics 01	0.00
--------	-------------------------------------	------

DSM 09	Developmental Skills Mathematics 09	0.00
--------	-------------------------------------	------

ENG 13	English Composition	3.00
--------	---------------------	------

ENG 13X	English Composition for Nonnative Speakers	3.00
---------	--	------

ENG 14	English Composition	3.00
--------	---------------------	------

ENG 14X	English Composition for Nonnative Speakers	3.00
---------	--	------

Core Curriculum Requirements

English Composition Core Requirement

Three credits from the following:

ENG 16	English Composition	3.00
--------	---------------------	------

ENG 16X	English Composition for Nonnative Speakers	3.00
---------	--	------

Core Seminar Requirement

COS 50	Idea Of The Human	3.00
--------	-------------------	------

Speech Core Requirement

SPE 3	Oral Communication	3.00
-------	--------------------	------

English Literature Core Requirement

Six credits from the following (student must be in Honors Program to take HEG 21 or HEG 22):

ENG 61	European Literatures I	3.00
--------	------------------------	------

ENG 62	European Literatures II	3.00
--------	-------------------------	------

ENG 63	American Literatures	3.00
--------	----------------------	------

ENG 64	Non-Western Literatures	3.00
--------	-------------------------	------

HEG 21	Literature of the Human Imagination	3.00
--------	-------------------------------------	------

HEG 22	Literature of the Human Imagination	3.00
--------	-------------------------------------	------

Philosophy Core Requirement

PHI 61	Philosophical Explorations I	3.00
--------	------------------------------	------

PHI 62	Philosophical Explorations II	3.00
--------	-------------------------------	------

History Core Requirement

HIS 1	History of Civilizations to 1500	3.00
-------	----------------------------------	------

HIS 2	History of Civilizations Since 1500	3.00
-------	-------------------------------------	------

Social Science Core Requirement

Six credits from the following (student must be in Honors Program to take HSS 21 or HSS 22):

ANT 4	Physical Anthropology	3.00
-------	-----------------------	------

ANT 5	Cultural Anthropology	3.00
-------	-----------------------	------

ECO 1	Introduction to Economics	3.00
-------	---------------------------	------

ECO 2	Introduction to Economics	3.00
-------	---------------------------	------

HSS 21	Civilization and Social Institutions	3.00
--------	--------------------------------------	------

HSS 22	Civilization and Social Institutions	3.00
--------	--------------------------------------	------

POL 11	Power and Politics	3.00
--------	--------------------	------

PSY 3	Introduction to Psychology	3.00
-------	----------------------------	------

SOC 3	Introduction to Sociology	3.00
-------	---------------------------	------

Communication, Visual and Performing Arts

Core Requirement

Three credits from the following (student must be in Honors Program to take HAR 21 or HAR 22) :

ART 61	Introduction to Visual Art	3.00
--------	----------------------------	------

DNC 61	Dance Through Time	3.00
--------	--------------------	------

HAR 21	Art, Music, and Dance in Social Context	3.00
--------	---	------

HAR 22	Art, Music, and Dance in Social Context	3.00
--------	---	------

MUS 61	Music and Culture	3.00
--------	-------------------	------

THE 61	The Theatrical Vision	3.00
--------	-----------------------	------

Science Core Requirement

BIO 22	Biology and Modern Technology	3.00
--------	-------------------------------	------

CHM 21	Chemistry and Modern Technology	3.00
--------	---------------------------------	------

PHY 20	The Physical Universe	4.00
--------	-----------------------	------

Mathematics Core Requirement

One course from the following.

MTH 15	Mathematical Tools and Their Use	4.00
--------	----------------------------------	------

MTH 16	Finite Mathematics	3.00
--------	--------------------	------

Orientation Seminar Core Requirement

OS 1	The University: Discovery and Change	1.00
------	--------------------------------------	------

Liberal Arts and Science Foreign

Language Core Curriculum Requirements

Must complete 6 credits in one of the foreign language disciplines listed below.

Foreign Language Core Spanish

SPA 11	Introductory Spanish I	3.00
--------	------------------------	------

SPA 12	Introductory Spanish II	3.00
--------	-------------------------	------

Foreign Language Core French

FRE 11	Introductory French I	3.00
--------	-----------------------	------

FRE 12	Introductory French II	3.00
--------	------------------------	------

Foreign Language Core Italian

ITL 11	Introductory Italian I	3.00
--------	------------------------	------

ITL 12	Introductory Italian II	3.00
--------	-------------------------	------

Foreign Language Core Honors Spanish

Note: Student must be in Honors Program to take the following.

HLS 21	Honors Spanish	3.00
--------	----------------	------

HLS 22	Honors Spanish	3.00
--------	----------------	------

Foreign Language Core Honors French

Note: Student must be in Honors Program to take the following.

HLF	21	Honors French	3.00
HLF	22	HonorsFrench	3.00

English B.A. Literature

Concentration Requirements

The student must complete the following seven courses:

ENG	101	Introduction to English Studies	3.00
ENG	128	Early British Literatures	3.00
ENG	129	Later British Literatures	3.00
ENG	158	Early Literatures of the United States	3.00
ENG	159	Literatures of the United States since 1865	3.00
ENG	169	Non-Western or Post-Colonial Literature	3.00
ENG	190	Senior Seminar in Literature	3.00

The student must complete an additional three English courses. These courses should be chosen in consultation with the English Department's Undergraduate Registration Advisor.

English B.A. - Writing and Rhetoric Concentration

The student must complete the following four courses:

ENG	101	Introduction to English Studies	3.00
ENG	171	Introduction to Classical Rhetoric	3.00
ENG	172	Introduction to Contemporary Rhetorical Theory	3.00
ENG	192	Senior Seminar in Writing and Rhetoric	3.00

The student must complete three courses from the following.

(Notes: ENG 163, ENG 168, 173, ENG 174, and ENG 175 may be taken twice for credit by English majors concentrating in Writing & Rhetoric. ENG 103 and JOU 150 are the same course; English majors should register for ENG 103. ENG 126 and JOU 119 are the same course; English majors should register for ENG 126.)

ENG	103	Workshop in the Essay	3.00
ENG	126	News Writing	3.00
ENG	163	Explorations in Non-Fiction Writing	3.00

ENG	168	Creative Non-Fiction Workshop	3.00
ENG	173	Writing in the Community	3.00
ENG	174	Teaching Writing	3.00
ENG	175	Writing for the Professions	3.00
JOU	119	News Writing	3.00
JOU	150	Workshop in the Essay	3.00

The student must complete two courses from the following.

ENG	128	Early British Literatures	3.00
ENG	129	Later British Literatures	3.00
ENG	158	Early Literatures of the United States	3.00
ENG	159	Literatures of the United States since 1865	3.00
ENG	169	Non-Western or Post-Colonial Literature	3.00

The student must complete one additional literature course. Any course from the following may be used to satisfy this requirement.

ENG	119	Masterpieces of World Literature	3.00
ENG	128	Early British Literatures	3.00
ENG	129	Later British Literatures	3.00
ENG	137	Shakespeare	3.00
ENG	140	Major Authors	3.00
ENG	150	Studies in Ethnic Literature	3.00
ENG	158	Early Literatures of the United States	3.00
ENG	159	Literatures of the United States since 1865	3.00
ENG	169	Non-Western or Post-Colonial Literature	3.00
ENG	170	Literary Periods and Movements	3.00
ENG	180	Genre Studies	3.00
ENG	184	Modern Drama	3.00
ENG	187	The Bible as Literature	3.00

Any ENG course above 200 may also be used in the above section.

English B.A. Creative Writing

Concentration Requirements

The student must complete the following three courses.

ENG	101	Introduction to English Studies	3.00
-----	-----	---------------------------------	------

ENG	164	Explorations in Creative Writing	3.00
ENG	191	Senior Seminar in Creative Writing	3.00

The student must complete three courses from the following.

Note: Each of these courses may be taken twice for credit by English majors concentrating in Creative Writing.

ENG	165	Poetry Workshop	3.00
ENG	166	Fiction Workshop	3.00
ENG	167	Playwriting Workshop	3.00
ENG	168	Creative Non-Fiction Workshop	3.00

The student must complete a minimum of twelve credits in LITERATURE courses, as follows:

Literature Requirement 1

The student must complete at least one course from the following.

ENG	129	Later British Literatures	3.00
ENG	159	Literatures of the United States since 1865	3.00

Literature Requirement 2

The student must complete at least two courses from the following.

ENG	128	Early British Literatures	3.00
ENG	129	Later British Literatures	3.00
ENG	158	Early Literatures of the United States	3.00
ENG	159	Literatures of the United States since 1865	3.00
ENG	169	Non-Western or Post-Colonial Literature	3.00

Literature Requirement 3

The student's remaining credits in literature may be satisfied by any of the following courses.

Note: The total number of credits required from the following will depend on how the student satisfied Literature Requirement 1 and Literature Requirement 2 above.

ENG	119	Masterpieces of World Literature	3.00
ENG	128	Early British Literatures	3.00
ENG	129	Later British Literatures	3.00
ENG	137	Shakespeare	3.00
ENG	140	Major Authors	3.00
ENG	150	Studies in Ethnic Literature	3.00
ENG	158	Early Literatures of the United States	3.00
ENG	159	Literatures of the United States since 1865	3.00

ENG 169	Non-Western or Post-Colonial Literature	3.00
ENG 170	Literary Periods and Movements	3.00
ENG 180	Genre Studies	3.00
ENG 184	Modern Drama	3.00
ENG 187	The Bible as Literature	3.00

Any ENG course above 200 may also be used in the Literature Requirement 3 section above.

English Distribution Requirement

To satisfy this requirement, the student must complete two courses numbered 100 or above in one of the following subjects: Speech Language Pathology, Foreign Languages, Philosophy, Humanities, Economics, History, Political Science, Psychology, Sociology, Anthropology, Social Work. Note: This requirement may also be satisfied by completing a second major or a minor in any subject (whether on the above list or not).

Minor in English

Students may minor in English by completing any four ENG courses (12 credits) numbered above 100.

English Department Courses

ENG 13 English Composition

English 13 concentrates on improving the student's ability to read carefully and critically and to write basic narrative and expository prose that adheres to the conventions of standard edited English. Students read and write about a variety of essays, stories and poems, as well as one longer text. Students learn what it means to read and write in an academic context. Editing skills - including the language of basic grammar, syntax, usage, and punctuation - are introduced. This course has an additional fee. Six classroom hours per week. Letter grades and U. Prerequisite: Placement.
Credits: 3
Every Semester

ENG 13X English Composition for Nonnative Speakers

English 13X is a course parallel to English 13 for nonnative speakers who need additional work in English as a Second Language. Like English 13, English 13X meets six hours per week. Letter grades and U. This course has an additional fee. Prerequisite: Placement.
Credits: 3
Every Semester

ENG 14 English Composition

In English 14, students develop their reading, writing and formal rhetorical skills. Not only do

students learn to read and write about a variety of texts, they also learn to compose rhetorically sophisticated essays that take into account purpose, context, and audience. Students learn strategies for creating effective written arguments. This course has an additional fee. Six classroom hours per week. Letter grades and U.

Pre-requisite of ENG 13 or the placement exam is required.

Credits: 3

Every Semester

ENG 14X English Composition for Nonnative Speakers

English 14X is a course parallel to English 14 for nonnative speakers who need additional work in English as a Second Language. Like English 14, English 14X meets six hours per week. Letter grades and U. This course has an additional fee.

Pre-requisite of ENG 13X or the placement exam is required.

Credits: 3

Every Semester

ENG 16 English Composition

English 16 seeks to initiate a dialogue among students that leads them to write with more than their own "personal" position in mind: the readings and classroom discussions give the sense that they are entering an ongoing conversation of consequence. To this end, students in English 16 are required to integrate the thoughts and words of other writers into their own essays. Both in relation to their own experience and to a text or set of texts, student writers in English 16 learn how to articulate and develop a sophisticated argument within a specific rhetorical situation. Three classroom hours per week. Part of Core requirement.

Pre-requisite of ENG 14 or the placement exam is required.

Credits: 3

Every Semester

ENG 16X English Composition for Nonnative Speakers

English 16X is a course parallel to English 16 for nonnative speakers who needs additional work in English as a second language. Three hours per week. Letter grades and U. This course has an additional fee.

Pre-requisite of ENG 14X or the placement exam is required.

Credits: 3

Every Semester

ENG 61 European Literatures I

An examination of significant works of literature from Ancient Greece and Rome and Medieval and Renaissance Italy, France, Germany and England. Intensive readings from epics, sacred books, poems, plays and tales - arranged chronologically or thematically. All texts read in English.

Pre-requisite of ENG 16 is required.

Credits: 3

Every Semester

ENG 62 European Literatures II

An examination of significant works of European literature, from the 18th Century to the present. Intensive readings from a wide representation of texts - novels, poems, plays and essays - arranged chronologically or thematically. All texts read in English.

Pre-requisite of ENG 16 is required.

Credits: 3

Every Semester

ENG 63 American Literatures

A survey of the literatures and traditions of the United States from Colonial times to the present, with attention paid to the larger context of literary traditions across all the Americas - North America, the Caribbean, Latin America. Arranged chronologically or thematically. All texts read in English.

Pre-requisite of ENG 16 is required.

Credits: 3

Every Semester

ENG 64 Non-Western Literatures

Drawing primarily from the literatures of Africa and Asia, each section focuses on at least two geographical areas, such as Western Africa, China, India, Japan, Southeast Asia or the Pacific Islands. Broad sweeps of time may be covered or specific periods of high cultural achievements such as the Tang Dynasty, Medieval Japan or West Africa before the European invasion may be highlighted. All texts read in English.

Pre-requisite of ENG 16 is required.

Credits: 3

Every Semester

ENG 101 Introduction to English Studies

Required of all English majors (who should take this course in the first or second semester of upper-division work in English), this course maps out the field of English Studies and provides a foundation for more advanced study in literature, creative writing, and rhetoric. Students develop skills in close reading, argumentation, prosody, and research. The course addresses issues in critical theory and introduces students to literary and rhetorical traditions.

Of the following pre-requisites two courses are required: ENG 61, ENG 62, ENG 63 and or ENG 64; or HEG 21 and 22.

Credits: 3

Annually

ENG 102 History of Literary Theory

Readings survey the history of literary theory from Plato to the present. A wide variety of critical approaches are discussed, including Classicism, Neo-Classicism, Romanticism, Marxism, New Criticism, Structuralism, Psychoanalytic Criticism, Feminism, Queer Theory, Post-Structuralism, Ethnic Studies, New Historicism, and Cultural Studies. Subjects differ from semester to semester.

May be taken twice for credit.

Of the following pre-requisites two courses are required: ENG 61, ENG 62, ENG 63 and or ENG 64; or HEG 21 and 22.

Credits: 3

On Occasion

ENG 103 Workshop in the Essay

A nonfiction writing workshop in the genre of the essay. Content open to subjects across the disciplines, with particular emphasis on the essay as a literary form. Development of writing techniques through analysis of professional and student work. Weekly class sessions and frequent conferences on student work. (Same as Journalism 150.)

Of the following pre-requisites two courses are required: ENG 61, ENG 62, ENG 63 and or ENG 64; or HEG 21 and 22.

Credits: 3

On Occasion

ENG 119 Masterpieces of World Literature

Intensive reading and study of selected masterpieces of world literature. Texts and course focus will change from semester to semester. Possible texts include *The Iliad*, *The Dream of the Red Chamber*, *The Divine Comedy*, and *Sundiata*. Authors studied range from Sophocles and Dante to Moliere, Goethe, and Morrison.

Of the following pre-requisites two courses are required: ENG 61, ENG 62, ENG 63 and or ENG 64; or HEG 21 and 22.

Credits: 3

On Occasion

ENG 126 News Writing

Introduction to writing news stories, which are studied for their organization, form, style and effectiveness as expression and communication. In newsroom laboratory sessions, students apply professional standards to frequent assignments. Four hours. Note: English majors should be sure to register for this course as ENG 126 rather than JOURNALISM 119.

Pre-requisite of ENG 16 is required.

Credits: 3

Every Fall and Spring

ENG 128 Early British Literatures

An exploration of significant texts and topics in British literature from its beginnings to 1800. The course focuses on a period of at least two hundred years and includes texts by Chaucer and Shakespeare. Themes vary from semester to semester, and may include topics such as the Monstrous and the Fantastic, Sexuality and Gender in Premodern Literature, or Heroic Identities before 1800.

Of the following pre-requisites two courses are required: ENG 61, ENG 62, ENG 63 and or ENG 64; or HEG 21 and 22.

Credits: 3

Every Fall

ENG 129 Later British Literatures

An exploration of significant texts and topics in British literature between 1800 and the present. Themes vary from semester to semester and may include topics such as the Age of Revolution, Writing Empire, or (Re)Writing Religion in Modern British Literature.

Of the following pre-requisites two courses are required: ENG 61, ENG 62, ENG 63 and or ENG 64; or HEG 21 and 22.

Credits: 3

Every Spring

ENG 137 Shakespeare

The greatness of Shakespeare explored through the intensive study of selected plays and poems.

Of the following pre-requisites two courses are required: ENG 61, ENG 62, ENG 63 and or ENG 64; or HEG 21 and 22.

Credits: 3

On Occasion

ENG 140 Major Authors

A concentrated study of one or two authors or a writer and a major school-American or British. Topics may include Chaucer, Jonson, Donne, Wordsworth, Coleridge, Austen, Woolf and the Bloomsbury Circle, Faulkner, Hemingway, Wright and the Chicago School, or Morrison. Subjects differ from semester to semester. May be taken twice for credit.

Of the following pre-requisites two courses are required: ENG 61, ENG 62, ENG 63 and or ENG 64; or HEG 21 and 22.

Credits: 3

On Occasion

ENG 150 Studies in Ethnic Literature

An intensive examination of particular traditions in literature. Subjects differ from semester to semester. Topics may include African-American literature, Asian-American literature, Jewish literature, Russian literature, or Latino/a literature. May be taken twice for credit.

Of the following pre-requisites two courses are required: ENG 61, ENG 62, ENG 63 and or ENG 64; or HEG 21 and 22.

Credits: 3

On Occasion

ENG 158 Early Literatures of the United States

An introduction to texts and themes in pre-Civil War American literature. Themes vary from semester to semester. Areas of exploration may include: Examining the Frontier, Slavery and Freedom, American Myths and U.S. Realities.

Of the following pre-requisites two courses are required: ENG 61, ENG 62, ENG 63 and or ENG 64; or HEG 21 and 22.

Credits: 3

Every Fall

ENG 159 Literatures of the United States since 1865

In this course, texts and themes are drawn from

American literature from the Civil War to the present. Themes vary from semester to semester. Possible topics include: Country and City, Representing the Nation, Literature of a Multicultural United States.

Of the following pre-requisites two courses are required: ENG 61, ENG 62, ENG 63 and or ENG 64; or HEG 21 and 22.

Credits: 3

Every Spring

ENG 160 Gender and Language

An examination of the relationship of gender and sexuality to studies of reading, writing, language use, and language acquisition. Subjects differ from semester to semester. Topics may include language and gender, gender and reading, contemporary masculinities, images of women in literature, lesbian and gay voices, queer theory, and writing about lesbian and gay issues. May be taken twice for credit.

Of the following pre-requisites two courses are required: ENG 61, ENG 62, ENG 63 and or ENG 64; or HEG 21 and 22.

Credits: 3

On Occasion

ENG 163 Explorations in Nonfiction Writing

A nonfiction workshop in which students explore topics that include the essay, experimental nonfiction, zine writing, and digital storytelling. Emphasis on discussion of student manuscripts and individual conferences with instructor. May be taken twice for credit.

Of the following pre-requisites two courses are required: ENG 61, ENG 62, ENG 63 and or ENG 64; or HEG 21 and 22.

Credits: 3

Annually

ENG 164 Explorations in Creative Writing

A creative writing workshop in which students explore topics in writing including spoken word, poetry, experimental fiction, poet's theater, short story writing, and dramatic storytelling. Emphasis on discussion of student manuscripts and presentations and individual conferences with instructor. May be taken twice for credit.

Of the following pre-requisites two courses are required: ENG 61, ENG 62, ENG 63 and or ENG 64; or HEG 21 and 22.

Credits: 3

Annually

ENG 165 Poetry Workshop

An intensive workshop devoted to writing poetry. Students will also be required to read selected poetry from published poets. Class time will be spent critiquing each other's writing and discussing traditional and experimental forms and approaches. May be taken twice for credit only by English majors concentrating in Creative Writing.

Pre-requisite of ENG 104 is required.

Of the following courses two are pre-requisites: ENG 61, ENG 62, ENG 63 and or ENG 64; or

HEG 21 and 22.

Credits: 3

Every Fall

ENG 166 Fiction Workshop

An intensive workshop devoted to writing fiction. Students will also be required to read selected fiction from published writers. Class time will be spent critiquing each other's writing and discussing traditional and experimental forms and approaches. May be taken twice for credit only by English majors concentrating in Creative Writing.

Of the following pre-requisites two courses are required: ENG 61, ENG 62, ENG 63 and or ENG 64; or HEG 21 and 22.

Credits: 3

Every Spring

ENG 167 Playwriting Workshop

An intensive workshop devoted to writing plays. Students will also be required to read selected plays from published playwrights. Class time will be spent critiquing each other's writing and discussing traditional and experimental forms and approaches. May be taken twice for credit by English majors concentrating in Creative Writing.

Pre-requisite of ENG 104 is required.

Of the following courses two are pre-requisites: ENG 61, ENG 62, ENG 63 and or ENG 64; or HEG 21 and 22.

Credits: 3

On Occasion

ENG 168 Creative Non-Fiction Workshop

An intensive workshop devoted to writing literary essays. Students will also be required to read selected essays by published authors. Class time will be spent critiquing each other's writing and discussing traditional and experimental forms and approaches. May be taken twice for credit by English majors concentrating in Creative Writing or English majors concentrating in Writing & Rhetoric.

Pre-requisite of ENG 103 is required.

Of the following courses two are pre-requisites: ENG 61, ENG 62, ENG 63 and or ENG 64; or HEG 21 and 22.

Credits: 3

Annually

ENG 169 Non-Western or Post-Colonial Literature

This course focuses on works, in English and in translation, emerging from non-Western cultures, including the cultures of Asia, Africa and South America. Courses in this category span a geographical region and a period of time adequate to address the historical context of the literature. Themes vary from semester to semester and may include topics such as: Voices of the African Diaspora, Buddhism in Asian Literatures, or Postcolonial Literature and the Atlantic World.

Of the following pre-requisites two courses are required: ENG 61, ENG 62, ENG 63 and or ENG 64; or HEG 21 and 22.

Credits: 3

Annually

ENG 170 Literary Periods and Movements

A concentrated study of a particular period or movement in literary history. The focus may be on a specific national literature (American or British) or on the theoretical underpinnings of a movement. Subjects differ from semester to semester. Topics may include Colonial Encounters, Romanticism, the Victorians, Realism and Naturalism, Modernism, or Post-Modernism. May be taken twice for credit.

Of the following pre-requisites two courses are required: ENG 61, ENG 62, ENG 63 and or ENG 64; or HEG 21 and 22.

Credits: 3

On Occasion

ENG 171 Introduction to Classical Rhetoric

Readings survey key figures and texts of the rhetorical traditions (Ancient through Enlightenment). Course work emphasizes mastery of the material central to the development of the field of rhetoric.

Of the following pre-requisites two courses are required: ENG 61, ENG 62, ENG 63 and or ENG 64; or HEG 21 and 22.

Credits: 3

Every Fall

ENG 172 Introduction to Contemporary Rhetorical Theory

Readings survey key figures and texts in contemporary rhetorical theory (nineteenth-century to the present). Course work emphasizes mastery of key rhetorical and theoretical concepts and focuses on how these theories have been influenced by earlier developments and how they have influenced current trends.

Of the following pre-requisites two courses are required: ENG 61, ENG 62, ENG 63 and or ENG 64; or HEG 21 and 22.

Credits: 3

Every Spring

ENG 173 Writing in the Community

A writing workshop in which students study the rhetoric and writing of community-based and other advocacy organizations. Topics vary from semester to semester and may include rhetorical analysis of community-based texts and strategies for the production of a range of writing, such as oral histories, grant proposals and pamphlets. May be taken twice for credit by English majors concentrating in Writing and Rhetoric.

Of the following pre-requisites two courses are required: ENG 61, ENG 62, ENG 63 and or ENG 64; or HEG 21 and 22.

Credits: 3

Annually

ENG 174 Teaching Writing

A seminar in which students survey the history, theories and practices of teaching writing at the

high school and college levels. Topics vary from semester to semester and may include the history of writing instruction, composition theories and pedagogies, literacy theories and research, one-to-one conferencing, developing and designing curricula and assignments, and responding to student writing. May be taken twice for credit by English majors concentrating in Writing and Rhetoric.

Of the following pre-requisites two courses are required: ENG 61, ENG 62, ENG 63 and or ENG 64; or HEG 21 and 22.

Credits: 3

Annually

ENG 175 Writing for the Professions

A writing workshop in which students study rhetorical strategies for professional and technical writing. Topics vary from semester to semester and may include writing grant proposals, reports, news releases, editorials, brochures, technical manuals, Web sites and a range of public documents. May be taken twice by English majors concentrating in Writing and Rhetoric.

Of the following pre-requisites two courses are required: ENG 61, ENG 62, ENG 63 and or ENG 64; or HEG 21 and 22.

Credits: 3

Annually

ENG 180 Genre Studies

A study of a particular genre, offering examples from a wide range of literary history. Subjects differ from semester to semester. Topics may include autobiography, great essays, the history of the novel, or the making of modern poetry. May be taken twice for credit.

Of the following pre-requisites two courses are required: ENG 61, ENG 62, ENG 63 and or ENG 64; or HEG 21 and 22.

Credits: 3

On Occasion

ENG 184 Modern Drama

A study of selected nineteenth- and twentieth-century playwrights, focusing on their investigation of contemporary issues and problems.

Of the following pre-requisites two courses are required: ENG 61, ENG 62, ENG 63 and or ENG 64; or HEG 21 and 22.

Credits: 3

On Occasion

ENG 187 The Bible as Literature

The study of the Bible (in the King James version) as a work of literature, both for its expressiveness in language and images and its relation to literary forms, including lyric poetry, drama or debate, and narrative. Those features of the Bible that are universal or archetypal in terms of its symbols or imaginative content are discussed, as is the world view implied in the Bible, which is compared with the world views of other civilizations.

Of the following pre-requisites two courses are required: ENG 61, ENG 62, ENG 63 and or ENG

64; or HEG 21 and 22.

Credits: 3

On Occasion

ENG 190 Senior Seminar in Literature

In this capstone course, English majors concentrating in Literature pursue independent research projects in the history of literary studies or critical analysis. Each student develops a substantial research paper and presents it to the seminar.

Additional prerequisite: Permission of Department Chair.

Of the following pre-requisites two courses are required: ENG 61, ENG 62, ENG 63 and or ENG 64; or HEG 21 and 22.

Credits: 3

Every Spring

ENG 191 Senior Seminar in Creative Writing

In this capstone course, English majors concentrating in Creative Writing pursue independent writing projects, resulting in a portfolio of poems, fiction, plays or essays.

Additional prerequisite: Permission of Department Chair.

Of the following pre-requisites two courses are required: ENG 61, ENG 62, ENG 63 and or ENG 64; or HEG 21 and 22.

Credits: 3

Every Spring

ENG 192 Senior Seminar in Writing and Rhetoric

In this capstone course, English majors concentrating in Writing and Rhetoric apply the rhetorical knowledge and skills they have mastered in their other courses. Each student produces a substantial research paper analyzing a field-related issue or problem through the lens of his or her academic work in writing and rhetoric. May include a relevant internship. Additional prerequisite: Permission of Department Chair.

Of the following pre-requisites two courses are required: ENG 61, ENG 62, ENG 63 and or ENG 64; or HEG 21 and 22.

Credits: 3

Every Spring

ENG 195 Honors Study

Honors Study is designed to give outstanding students an opportunity to do independent work in their major under the guidance of a member of the faculty. To be eligible, students must have upper-junior or senior status, a cumulative GPA of 3.00, a GPA of 3.25 in their major subject, the permission of the Chair of the Department, and the permission of the Dean. A total of six credits of Honors Study is the maximum allowed. The student may take only three credits of Honors Study in a single semester.

Of the following pre-requisites two courses are required: ENG 61, ENG 62, ENG 63 and or ENG 64; or HEG 21 and 22.

Credits: 3

On Demand

ENG 196 Honors Study

Honors Study is designed to give outstanding students an opportunity to do independent work in their major under the guidance of a member of the faculty. To be eligible, students must have upper-junior or senior status, a cumulative GPA of 3.00, a GPA of 3.25 in their major subject, the permission of the Chair of the Department, and the permission of the Dean. A total of six credits of Honors Study is the maximum allowed. The student may take only three credits of Honors Study in a single semester.

Of the following pre-requisites two courses are required: ENG 61, ENG 62, ENG 63 and or ENG 64; or HEG 21 and 22.

Credits: 3

On Demand

ENG 197 Independent Study

Independent studies in areas of specialized interest are available. The student may take only three credits of Independent Study in a single semester. Additional pre-requisite: Permission of Department Chair and permission of the Dean.

Of the following pre-requisites two courses are required: ENG 61, ENG 62, ENG 63 and or ENG 64; or HEG 21 and 22.

Credits: 3

On Demand

ENG 198 Independent Study

Independent studies in areas of specialized interest are available. The student may take only three credits of Independent Study in a single semester. Additional pre-requisite: Permission of Department Chair and permission of the Dean.

Of the following pre-requisites two courses are required: ENG 61, ENG 62, ENG 63 and or ENG 64; or HEG 21 and 22.

Credits: 3

On Demand

ENG 203 Starting From Paumanok

This one-credit course is coordinated to take advantage of the annual lecture on American literature and culture, "Starting from Paumanok." Named after Walt Whitman's great poem, which invokes the Native American name for Long Island, the Paumanok lecture acknowledges Long Island University's geographic and cultural connection with one of Brooklyn's foremost literary figures. Since this annual event was inaugurated by the English Department in 1983, it has featured such scholars and writers as Ed Bullins, Ann Douglas, Vivian Gornick, Alfred Kazin, Ha Jin, Elizabeth Hardwick, Irving Howe, Nellie McKay, Walter Mosley, Lynn Nottage, Edward Said and Colson Whitehead. Students taking the course will read works by the visiting lecturer, attend the lecture, and complete a short writing assignment.

Credits: 1

Annually

Department of Foreign Languages and Literature

Professor: Lichtman

Professors Emeriti: Bloch, Brener

Associate Professor: Racz (Chair)

Assistant Professor: Maccotta

Adjunct Faculty: 7

Proficiency in a foreign language or languages places at a student's disposal far more than a coveted job skill that will greatly enhance his/her value in the workplace. In our increasingly multilingual world, the ability to communicate with people from other cultures and from many walks of life infinitely enriches individual experience and holds out the promise of bridging differences that now needlessly divide us. The ability to understand, speak, read and write an acquired language broadens horizons, raises cultural awareness, fosters intellectual inquiry and heightens our capacity to act effectively, ethically and compatibly in everyday global affairs.

The Department of Foreign Languages and Literature offers two-semester sequences of introductory language study in Spanish and French. Students are provided with the tools they need to develop the requisite communicational skills in speaking, listening comprehension, reading and writing while acquiring a sound working knowledge of grammar. Diverse written and aural/oral textbook and workbook assignments are chosen specifically to meet these goals. Students are additionally exposed to the culture and history of the various countries in which the languages are spoken. Onsite language-laboratory facilities and an online component complement and reinforce weekly classroom sessions, helping students perfect their pronunciation and increase their proficiency. Intermediate and upper-level courses run with sufficient enrollment.

Six credits in a foreign language are required of most entering Richard L. Conolly College students as part of the core curriculum. This requirement is satisfied by completing six credits in French, Italian or Spanish 11, 12 or the equivalent. The six credits must be in one language. Students may not take French, Italian or Spanish 12 without successful completion of French, Italian or Spanish 11 or the permission of the chair. Students with knowledge of a foreign language may be exempted. Students so exempted need not take a foreign language as part of the core requirement, but receive no credit. Exemption examinations are given by the Testing Center. For complete information concerning placement/exemption, contact the Department.

B.A. in Modern Languages

Students who wish to earn the **B.A. in Modern Languages** may do so with a concentration in Spanish or in French. A minimum of 24 credit

hours in Foreign Languages and Literature courses numbered over 100 is required for the major. Students also may minor in French or Spanish by completing four courses at the 100 level or above in one language.

Majors and minors are encouraged to develop specific career objectives while pursuing undergraduate studies. Departmental advisors will assist students in exploring career possibilities and devising a personalized plan of study that will best prepare them for their career goals.

Students who graduate with a B.A. in Modern Languages (Spanish concentration) may pursue a wide variety of careers with full knowledge of the advantages bilingualism confers. Those who opt to enter the workforce instead of pursuing an advanced degree in languages and literature will find that their proficiency in a second language provides them with a clear edge over their monolingual competitors for jobs in all fields, including education, business, law, medicine, government, law enforcement, performance and the arts. Functional bilingualism is an asset esteemed by all employers, and the ability to speak, read and write competently in Spanish will prove to be an ever-greater asset to job seekers in the 21st century.

Bachelor of Arts Core Requirements

Skills/Proficiency Requirements

Completion of the skills/proficiency courses listed in the undergraduate bulletin depends solely on placement examination.

The Skills Proficiency Courses are:

DSM 01, DSM 09, ENG 13 or 13X, ENG 14 or 14X

DSM	01	Developmental Skills Mathematics 01	0.00
DSM	09	Developmental Skills Mathematics 09	0.00
ENG	13	English Composition	3.00
ENG	14	English Composition	3.00

Bachelor of Arts Core Curriculum Requirements

English Composition Core Requirement -

Three credits from the following:

ENG	16	English Composition	3.00
ENG	16X	English Composition for Nonnative Speakers	3.00

Core Seminar Requirement

COS	50	Idea Of The Human	3.00
-----	----	-------------------	------

Speech Core Requirement

SPE	3	Oral Communication	3.00
-----	---	--------------------	------

English Literature Core Requirement - Six credits from the following (a student must be in the Honors Program to take HEG 21 or HEG 22)

ENG	61	European Literatures I	3.00
-----	----	------------------------	------

ENG	62	European Literatures II	3.00
ENG	63	American Literatures	3.00
ENG	64	Non-Western Literatures	3.00
HEG	21	Literature of the Human Imagination	3.00
HEG	22	English Literature of the Human Imagination	3.00

Philosophy Core Requirement

PHI	61	Philosophical Explorations I	3.00
PHI	62	Philosophical Explorations II	3.00

History Core Requirement

HIS	1	History of Civilizations to 1500	3.00
HIS	2	History of Civilizations Since 1500	3.00

Social Science Core Requirement - Six credits from the following (a student must be in the Honors Program to take HSS 21 or HSS 22)

ANT	4	Physical Anthropology	3.00
ANT	5	Cultural Anthropology	3.00
ECO	1	Introduction to Economics	3.00
ECO	2	Introduction to Economics	3.00
HSS	21	Civilization and Social Institutions	3.00
HSS	22	Civilization and Social Institutions	3.00
POL	11	Power and Politics	3.00
PSY	3	Introduction to Psychology	3.00
SOC	3	Introduction to Sociology	3.00

Communication, Visual and Performing Arts Core Requirement - Three credits from the following (a student must be in the Honors Program to take HAR 21 or HAR 22)

ART	61	Introduction to Visual Art	3.00
DNC	61	Dance Through Time	3.00
HAR	21	Art, Music, and Dance in Social Context	3.00
HAR	22	Art, Music, and Dance in Social Context	3.00
MUS	61	Music and Culture	3.00
THE	61	The Theatrical Vision	3.00

Science Core Requirement

BIO	22	Biology and Modern Technology	3.00
CHM	21	Chemistry and Modern Technology	3.00

PHY 20 The Physical Universe 4.00

Mathematics Core Requirement - One course from the following

MTH 15 Mathematical Tools and Their Use 4.00

MTH 16 Finite Mathematics 3.00

Orientation Seminar Core Requirement

OS 1 The University: Discovery and Change 1.00

Foreign Language Core Curriculum Requirements

Must complete 6 credits in one of the foreign language disciplines listed below.

Foreign Language Core Spanish

SPA 11 Introductory Spanish I 3.00

SPA 12 Introductory Spanish II 3.00

Foreign Language Core French

FRE 11 Introductory French I 3.00

FRE 12 Introductory French II 3.00

Foreign Language Core Italian

ITL 11 Introductory Italian I 3.00

ITL 12 Introductory Italian II 3.00

Foreign Language Core Honors Spanish (a student must be in the Honors Program to take the following)

HLS 21 Honors Spanish 3.00

HLS 22 Honors Spanish 3.00

Foreign Language Core Honors French (a student must be in the Honors Program to take the following)

HLF 21 Honors French 3.00

HLF 22 Honors French 3.00

B.A. in Modern Languages with a concentration in Spanish or in French plan requirements.

A minimum of 24 credit hours in Foreign Languages and Literature courses numbered over 100 is required for the major.

The prerequisite for all advanced courses in French and Spanish is Language 31 or 32, or 50 or 51, or permission of the Department.

Students may also minor in French, or Spanish by completing four courses at the 100 level or above in one language.

Minor in Modern Languages

A minor in French or Spanish consists of 12 credits at or above the 100 level, chosen in consultation with the department chair.

French Courses

FRE 11 Introductory French I

Introductory speaking, reading, writing and understanding French with emphasis on contemporary culture.

Credits: 3

Every Fall and Spring

FRE 12 Introductory French II

Introductory speaking, reading, writing and understanding French with emphasis on contemporary culture.

Pre-requisite of FRE 11 is required.

Credits: 3

Every Fall and Spring

FRE 31 Intermediate French

Continued emphasis on speaking, reading, writing and understanding French through modern readings.

Pre-requisite of FRE 12 is required.

Credits: 3

On Demand

FRE 32 Intermediate French

Continued emphasis on speaking, reading, writing and understanding French through modern readings. Prerequisite of FRE 12 is required.

Credits: 3

On Demand

FRE 50 French for French-Speaking Students

This course is intended for students with some facility in the spoken language who need to improve their grammar and writing ability.

Credits: 3

On Demand

FRE 51 French for French-Speaking Students

This course is intended for students with some facility in the spoken language who need to improve their grammar and writing ability.

Credits: 3

On Demand

FRE 101 Introduction to French Literature

This course serves as a transition from reading for content on the intermediate level to the critical reading ability required for more advanced courses in French Literature. Introduction to problems of genre, style and aesthetics. Conducted in French.

Credits: 3

On Demand

FRE 102 Introduction to French Literature

This course serves as a transition from reading for content on the intermediate level to the critical reading ability required for more advanced courses in French Literature. Introduction to problems of genre, style and aesthetics. Conducted in French.

Credits: 3

On Demand

FRE 105 History of Contemporary French Civilization

A study of contemporary French civilization with emphasis on patterns of French life and culture viewed against a changing social and intellectual background. Conducted in French.

Credits: 3

On Demand

FRE 195 Honors Study

Independent work for superior students in French under the guidance of a faculty member.

Permission of the department and dean required.

Credits: 3

On Demand

FRE 196 Honors Study

Independent work for superior students in French under the guidance of a faculty member.

Permission of the department and dean required.

Credits: 3

On Demand

FRE 197 Independent Study

Independent work for students in French under the guidance of a faculty member. Permission of the department and dean required.

Credits: 3

On Demand

FRE 198 Independent Study

Independent work for students in French under the guidance of a faculty member. Permission of the department and dean required.

Credits: 3

On Demand

Italian Courses

ITL 11 Introductory Italian I

Introductory speaking, reading, writing and understanding Italian with emphasis on contemporary culture.

Credits: 3

Every Fall

ITL 12 Introductory Italian II

Introductory speaking, reading, writing and understanding Italian with emphasis on contemporary culture.

Pre-requisite of ITL 11 is required.

Credits: 3

Every Spring

ITL 31 Intermediate Italian I

Continued emphasis on speaking, reading, writing and understanding Italian through modern readings.

Pre-requisite of ITL 12 is required.

Credits: 3

On Demand

ITL 32 Intermediate Italian II

Continued emphasis on speaking, reading, writing and understanding Italian through modern

readings. Prerequisite of ITL 12 is required.

Credits: 3

On Demand

ITL 197 Independent Study

Independent work for students of Italian under the guidance of a faculty member. Permission of the department and dean required.

Credits: 3

On Demand

ITL 198 Independent Study

Independent work for students in Italian under the guidance of a faculty member. Permission of the department and dean required.

Credits: 3

On Demand

Spanish Courses

SPA 11 Introductory Spanish I

Introductory speaking, reading, writing and understanding Spanish with emphasis on contemporary culture.

Credits: 3

Every Fall, Spring and Summer

SPA 12 Introductory Spanish II

Introductory speaking, reading, writing and understanding Spanish with emphasis on contemporary culture. Pre-requisite of SPA 11 or HLS 21 is required.

The pre-requisite of SPA 11 or HLS 21 is required.

Credits: 3

Every Fall, Spring and Summer

SPA 31 Intermediate Spanish

Continued emphasis on speaking, reading, writing and understanding Spanish through modern readings. Pre-requisite of SPA 12 is required.

Pre-requisite of SPA 12 is required.

Credits: 3

Every Fall

SPA 32 Intermediate Spanish

Continued emphasis on speaking, reading, writing and understanding Spanish through modern readings. Pre-requisite of SPA 12 is required.

Credits: 3

Every Spring

SPA 50 Spanish for Spanish-Speaking Students

This course is intended for students with some facility in the spoken language who need to improve their grammar and writing ability.

Credits: 3

On Demand

SPA 51 Spanish for Spanish-Speaking Students

This course is intended for students with some facility in the spoken language who need to improve their grammar and writing ability.

Credits: 3

On Demand

SPA 100 Spanish Conversation

Intensive practice in the spoken language based on contemporary Spanish and Latin American texts and current publications.

Credits: 3

On Demand

SPA 101 Readings in Spanish Literature

An introduction to literary movements and genres from the Medieval period to the present.

Conducted in Spanish.

Credits: 3

On Demand

SPA 103 Advanced Conversation and Composition

Intensive oral and written work to develop ease and style in writing and speaking Spanish.

Credits: 3

On Demand

SPA 105 The Hispanic World

A study of the ethnic, social, political and artistic development of the Spanish-speaking world.

Conducted in Spanish.

Credits: 3

On Demand

SPA 119 Modern Spanish Literature Since 1890

Readings, discussions and interpretations of contemporary selections from Spanish drama, poetry, short stories and novels, with emphasis on the generation of 1898 and twentieth-century texts. Conducted in Spanish.

Credits: 3

On Demand

SPA 133 Readings in Spanish-American Literature

Readings of representative works by Spanish-American authors from the Colonial period to the present. Conducted in Spanish.

Credits: 3

On Demand

SPA 137 Contemporary Puerto Rican Literature

Study of twentieth century fiction, poetry and theatre from 1930 to the present. Conducted in Spanish.

Credits: 3

On Demand

SPA 138 The Contemporary Latin American Novel

Reading and discussion of the contemporary novel. Conducted in Spanish.

Credits: 3

On Demand

SPA 139 Outstanding Women Writers of the Spanish-Speaking World

An examination of the works of women writers of the last 50 years in Spain and Spanish America. Poetry, short stories, novels and critical essays of representative writers. Conducted in Spanish.

Credits: 3

On Demand

SPA 140 Literature of Social Protest and Revolution

An examination of the works of writers of social conscience and revolution in Spanish America, beginning with 1910 and the Mexican Revolution and continuing to the present. Conducted in Spanish.

Credits: 3

On Demand

SPA 195 Honors Study

Independent work for students in Spanish under the guidance of a faculty member. Permission of the department and dean required.

Credits: 3

On Demand

SPA 196 Honors Study

Independent work under the guidance of a faculty member. Permission of the department and dean required.

Credits: 3

On Demand

SPA 197 Independent Study

Independent work for students in Spanish under the guidance of a faculty member. Permission of the department and dean required.

Credits: 3

On Demand

SPA 198 Independent Study

Independent work for students in Spanish under the guidance of a faculty member. Permission of the department and dean required.

Credits: 3

On Demand

SPA 200 Spanish Translation I

Intensive practice of Spanish-English and English-Spanish translation, using a wide variety of prose texts. Study of the basic theoretical groundwork necessary for translation in general as well as Spanish-English and English-Spanish translation in particular.

Credits: 3

On Demand

SPA 201 Spanish Translation II

Intensive practice of Spanish-English and English-Spanish translation, using complex prose passages from a variety of discourses. Advanced theoretical readings complement translation assignments. In addition, an original, independent translation project of some length is required.

Credits: 3

On Demand

Humanities

The Humanities Division offers an A.A. in Humanities and an interdisciplinary major leading to a B.A. in Humanities. This flexible B.A. program is intended to serve students who already are established in careers or whose professional goals and personal interests require an interdisciplinary course of study. Students are permitted into the program only with the approval of the coordinator of the Division and, subsequently, must be closely counseled by a faculty member in English, Philosophy or Gender Studies in order to develop a coherent and well-integrated program.

A.A. in Humanities

Associate degree requirements.

To qualify for the associate degree in Humanities, students must complete at least 64 credits in the liberal arts and sciences with a minimum 2.0 grade-point average and satisfy the following requirements:

Skills/Proficiency Requirements

Completion of the skills/proficiency courses listed in the undergraduate bulletin depends solely on placement examination.

The Skills Proficiency Courses are:

DSM 01, DSM 09, ENG 13 or 13X, ENG 14 or 14X

DSM	01	Developmental Skills Mathematics 01	0.00
DSM	09	Developmental Skills Mathematics 09	0.00
ENG	13	English Composition	3.00
ENG	14	English Composition	3.00

Core Curriculum Requirements

English Composition Core Requirement - Three credits from the following

ENG	16	English Composition	3.00
ENG	16X	English Composition for Nonnative Speakers	3.00

Core Seminar Requirement

COS	50	Idea Of The Human	3.00
-----	----	-------------------	------

Speech Core Requirement

SPE	3	Oral Communication	3.00
-----	---	--------------------	------

English Literature Core Requirement - Six credits from the following (a student must be in the Honors Program to take HEG 21 and HEG 22)

ENG	61	European Literatures I	3.00
ENG	62	European Literatures II	3.00
ENG	63	American Literatures	3.00
ENG	64	Non-Western Literatures	3.00

HEG	21	Literature of the Human Imagination	3.00
-----	----	-------------------------------------	------

HEG	22	English Literature of the Human Imagination	3.00
-----	----	---	------

Philosophy Core Requirement

PHI	61	Philosophical Explorations I	3.00
-----	----	------------------------------	------

PHI	62	Philosophical Explorations II	3.00
-----	----	-------------------------------	------

History Core Requirement

HIS	1	History of Civilizations to 1500	3.00
-----	---	----------------------------------	------

HIS	2	History of Civilizations Since 1500	3.00
-----	---	-------------------------------------	------

Social Science Core Requirement - Six credits from the following (a student must be in the Honors Program to take HSS 21 and HSS 22)

ANT	4	Physical Anthropology	3.00
-----	---	-----------------------	------

ANT	5	Cultural Anthropology	3.00
-----	---	-----------------------	------

ECO	1	Introduction to Economics	3.00
-----	---	---------------------------	------

ECO	2	Introduction to Economics	3.00
-----	---	---------------------------	------

HSS	21	Civilization and Social Institutions	3.00
-----	----	--------------------------------------	------

HSS	22	Civilization and Social Institutions	3.00
-----	----	--------------------------------------	------

POL	11	Power and Politics	3.00
-----	----	--------------------	------

PSY	3	Introduction to Psychology	3.00
-----	---	----------------------------	------

SOC	3	Introduction to Sociology	3.00
-----	---	---------------------------	------

Communication, Visual and Performing Arts

Core Requirement - Three credits from the following (a student must be in the Honors Program to take HAR 21 and HAR 22)

ART	61	Introduction to Visual Art	3.00
-----	----	----------------------------	------

DNC	61	Dance Through Time	3.00
-----	----	--------------------	------

HAR	21	Art, Music, and Dance in Social Context	3.00
-----	----	---	------

HAR	22	Art, Music, and Dance in Social Context	3.00
-----	----	---	------

MUS	61	Music and Culture	3.00
-----	----	-------------------	------

THE	61	The Theatrical Vision	3.00
-----	----	-----------------------	------

Science Core Requirement

PHY	20	The Physical Universe	4.00
-----	----	-----------------------	------

CHM	21	Chemistry and Modern Technology	3.00
-----	----	---------------------------------	------

BIO	22	The Physical Universe	3.00
-----	----	-----------------------	------

Mathematics Core Requirement - One course from the following

MTH	15	Mathematical Tools and Their Use	4.00
-----	----	----------------------------------	------

MTH	16	Finite Mathematics	3.00
-----	----	--------------------	------

Orientation Seminar Core Requirement

OS	1	The University: Discovery and Change	1.00
----	---	--------------------------------------	------

Liberal Arts and Science Foreign

Language Core Curriculum Requirements

Must complete 6 credits in one of the foreign language disciplines listed below.

Foreign Language Core Spanish

SPA	11	Introductory Spanish I	3.00
-----	----	------------------------	------

SPA	12	Introductory Spanish II	3.00
-----	----	-------------------------	------

Foreign Language Core French

FRE	11	Introductory French I	3.00
-----	----	-----------------------	------

FRE	12	Introductory French II	3.00
-----	----	------------------------	------

Foreign Language Core Italian

ITL	11	Introductory Italian I	3.00
-----	----	------------------------	------

ITL	12	Introductory Italian II	3.00
-----	----	-------------------------	------

Foreign Language Core Honors Spanish (a student must be in the Honors Program to take the following)

HLS	21	Honors Spanish	3.00
-----	----	----------------	------

HLS	22	Honors Spanish	3.00
-----	----	----------------	------

Foreign Language Core Honors French (a student must be in the Honors Program to take the following)

HLF	21	Honors French	3.00
-----	----	---------------	------

HLF	22	Honors French	3.00
-----	----	---------------	------

Electives
(to be determined by proficiency requirements)

B.A. in Humanities

Bachelor of Arts Core Requirements

Skills/Proficiency Requirements

Completion of the skills/proficiency courses listed in the undergraduate bulletin depends solely on placement examination.

The Skills Proficiency Courses are:

DSM 01, DSM 09, ENG 13 or 13X, ENG 14 or 14X

DSM	01	Developmental Skills Mathematics 01	0.00
-----	----	-------------------------------------	------

DSM	09	Developmental Skills Mathematics 09	0.00
-----	----	-------------------------------------	------

ENG	13	English Composition	3.00
-----	----	---------------------	------

ENG	14	English Composition	3.00
-----	----	---------------------	------

English Composition Core Requirement - Three credits from the following

ENG	16	English Composition	3.00
-----	----	---------------------	------

ENG	16X	English Composition for Nonnative Speakers	3.00
-----	-----	--	------

Core Seminar Requirement

COS 50 Idea Of The Human 3.00

Speech Core Requirement

SPE 3 Oral Communication 3.00

English Literature Core Requirement - Six credits from the following (a student must be in the Honors Program to take HEG 21 and HEG 22)

ENG 61 European Literatures I 3.00

ENG 62 European Literatures II 3.00

ENG 63 American Literatures 3.00

ENG 64 Non-Western Literatures 3.00

HEG 21 Literature of the Human Imagination 3.00

HEG 22 English Literature of the Human Imagination 3.00

Philosophy Core Requirement

PHI 61 Philosophical Explorations I 3.00

PHI 62 Philosophical Explorations II 3.00

History Core Requirement

HIS 1 History of Civilizations to 1500 3.00

HIS 2 History of Civilizations Since 1500 3.00

Social Science Core Requirement - Six credits from the following (a student must be in the Honors Program to take HSS 21 and HSS 22)

ANT 4 Physical Anthropology 3.00

ANT 5 Cultural Anthropology 3.00

ECO 1 Introduction to Economics 3.00

ECO 2 Introduction to Economics 3.00

HSS 21 Civilization and Social Institutions 3.00

HSS 22 Civilization and Social Institutions 3.00

POL 11 Power and Politics 3.00

PSY 3 Introduction to Psychology 3.00

SOC 3 Introduction to Sociology 3.00

Communication, Visual and Performing Arts Core Requirement - Three credits from the following (a student must be in the Honors Program to take HAR 21 and HAR 22)

ART 61 Introduction to Visual Art 3.00

DNC 61 Dance Through Time 3.00

HAR 21 Art, Music, and Dance in Social Context 3.00

HAR 22 Art, Music, and Dance in Social Context 3.00

MUS 61 Music and Culture 3.00

THE 61 The Theatrical Vision 3.00

Science Core Requirement

BIO 22 Biology and Modern Technology 3.00

CHM 21 Chemistry and Modern Technology 3.00

PHY 20 The Physical Universe 4.00

Mathematics Core Requirement - One course from the following

MTH 15 Mathematical Tools and Their Use 4.00

MTH 16 Finite Mathematics 3.00

Orientation Seminar Core Requirement

OS 1 The University: Discovery and Change 1.00

Foreign Language Core Curriculum Requirements

Must complete 6 credits in one of the foreign language disciplines listed below.

Foreign Language Core Spanish

SPA 11 Introductory Spanish I 3.00

SPA 12 Introductory Spanish II 3.00

Foreign Language Core French

FRE 11 Introductory French I 3.00

FRE 12 Introductory French II 3.00

Foreign Language Core Italian

ITL 11 Introductory Italian I 3.00

ITL 12 Introductory Italian II 3.00

Foreign Language Core Honors Spanish (a student must be in the Honors Program to take the following)

HLS 21 Honors Spanish 3.00

HLS 22 Honors Spanish 3.00

Foreign Language Core Honors French (a student must be in the Honors Program to take the following)

HLF 21 Honors French 3.00

HLF 22 Honors French 3.00

Humanities Bachelor of Arts Plan Requirements

Prior to taking 100 level courses as listed below, student must complete their English Literature, Foreign Language and Philosophy core requirements.

In consultation with their Humanities Division advisor, students must take twelve (12) to fifteen(15) credits from one of the following areas: Africana Studies Concentration - Africana Studies courses 100-level or higher

English Concentration - English courses 100-level or higher

Foreign Language Concentration - Foreign Language courses 100-level or higher in one language

Gender Studies Concentration - Gender Studies courses 100-level or higher

Philosophy Concentration - Philosophy courses 100-level or higher

In consultation with their Humanities Division advisor students must take twelve (12) to fifteen (15) additional credits from the following. These credits must be taken in Humanities Division departments, other than in the concentration area. Credits taken in the area of Art, Music, Dance or Theatre are acceptable.

Africana Studies courses 100-level or higher

English courses 100-level or higher

Foreign Language courses 100-level or higher in one language

Gender Studies courses 100-level or higher

Philosophy courses 100-level or higher

Art courses 100-level or higher

Dance courses 100-level or higher

Music courses 100-level or higher

Theater courses 100-level or higher

Humanities Courses

HUM 101 Women in Culture and Society

Taught with either a US or global focus, this interdisciplinary course explores how social, cultural, and psychological forces shape women's lives. Issues and topics such as women's health, reproductive rights, family, work equity, education, and gender violence will be investigated as students are introduced to the basic concept of feminist history, thought, and practice. Consistent attention will be paid to the differences among women based on race, national identity, class, ethnicity, sexuality, ablebodiedness, and age. Readings are supplemented by films and guest speakers. Fulfills requirements for the Gender Studies minor.

Pre-requisites of ENG 16 and COS 50 are required.

Credits: 3

Every Fall

HUM 102 Theories of Feminism

Examines definitions of feminism by exploring the roots of women's subordination and the strategies that have been proposed for redressing it. Readings from Enlightenment/liberal, Marxist/socialist, existentialist, radical, women-of-color, and postmodern feminists, among others. Fulfills requirements for Gender Studies minor.

Prerequisites: ENG 16 and Core Seminar.

The pre-requisite of PHI 61, or PHI 62, or HHP 21 or HHP 22 is required.

Credits: 3

On Occasion

HUM 104 Gender and Knowledge

What does it mean to know something? Do women arrive at conclusions and solve problems in different ways than men? What makes someone the gender that he or she is? What is the relationship between emotion or reason? Are women more emotional and men more logical? Are men better than women in mathematics and science? Is there such a thing as "feminine intuition"? What is the best way to acquire knowledge? This course will attempt to provide answers to these and other questions regarding gender and different types of knowledge, as we examine theories about the relationship of women to knowledge and rationality and feminist critiques of traditional views of knowledge.

The pre-requisite of PHI 61, or PHI 62, or HHP 21 or HHP 22 is required.

Credits: 3

Annually

HUM 105 Introduction to Africana Studies

This course works hand-in hand with African Civilizations to introduce you to the history and culture of African peoples from across the African Diaspora. In this course we will focus mostly on the United States since you are currently studying here; however, we also give a great deal of attention to Africa, the Caribbean, and South America. The course is roughly divided into three units. During the first half of the semester, we will explore historical concerns that have shaped who we are today. Topics include Slavery, Colonialism and the Civil Rights Movement. After setting that foundation, we will then determine how African cultural and intellectual expression has been developed out of various formations and how it continues to thrive in our contemporary setting. Finally, we delve into social dynamics and forces that touch our everyday lives from religion to education, health issues, and gender construction. By the time you complete this semester's work, you should have a greater appreciation for the manner in which black people across the Diaspora have not only been fashioned by modernity but have, in turn, had a great hand in determining humanity's future. In the words of Lani Guinier, black people are often like the "canary in the mine," mapping the dangers and free space for all that lie just ahead. Assignments include a field trip, interview, leading class discussion, midterm and final exam, informal assignments, and community outreach. Required texts are *A Turbulent Voyage*, third ed., Floyd Hayes, ed.; *Africana Studies*, third ed., Mario Azevedo, ed.; *The Wretched of the Earth*, Frantz Fanon; and handouts.

Credits: 3

Every Fall and Spring

HUM 117 Psychology of Women

An examination of the relevance of gender to the experiences of the individual and the overall functioning of society. Theories that come from all major areas of psychology-physiological,

comparative, cognitive, developmental, personality - provide insight into the position of women in culture. The primary objective is to use historical, theoretical and comparative information to understand current gender relations.

Pre-requisites of ENG 16 and COS 50 are required.

Credits: 3

On Occasion

HUM 126 Culture Gender and Society

A review of the search for biological and social constants of gender and an examination of culturally patterned expressions of sexuality around the world.

The pre-requisite of SOC 3, or HSS 21, or HSS 22 is required.

Credits: 3

On Occasion

HUM 178 Colorism in Black Female Cinema

In this Course, we will explore the concept of Colorism in Black Cinema, a concept in which people of color discriminate against each other based on skin color, generally with the lighter hued, those closest to the likeness of the dominant group, holding the physical, political, economic, and even the psychological power. This concept applies not only to people of the African Diaspora, but also to peoples of differing hues worldwide. Our focus, however, will be on women of African descent. As difficult as this might be to grasp, considering such bias patterns generally show up against the entire group rather than a segment of the group, the reality is that such practices have been widespread since Africans first arrived on these shores 400 years ago. According to Miller (2008), Colorism is a crucial line of inquiry because a significant amount of race/color discrimination lies hidden within communities of color. Throughout this course, we will attempt to shed much needed light on these hidden spaces within the black communities as well as the colonial ideology from which they spring. Among the films and film clips viewed will be *The Scar of Shame*, 1927, *Imitation of Life*, 1934 *Pinky*, 1949, and *Lost Boundaries*, 1949. We will also view some films of Dorothy Dandridge *Porgy and Bess* and *Carmen Jones* as well as *Lena Horn's Storm Weather* and *A Cabin in the Sky*. Last, we will touch on the films of Spike Lee, *School Daze* and *Jungle Fever*.

Credits: 3

On Occasion

HUM 181 Black Female Creativity

This course uses Alice Walker's seminal essay, "In Search of our Mother's Garden" as a challenge and puts into practice a search for black female creativity. Roughly divided into four units after a week or two of looking at various theories of female/and or black creativity, we follow art from West African textile production to quilting, and contemporary mixed media pieces. Our unit on literature, begins with the slave narrative and religious texts (what Harryette Mullins calls "spirit

writing"). There are also units on performance (dance, double dutch, and drama) oratory (storytellers, prophets and preachers). Assignments will include, a field trip and report, research, both traditional and field, a midterm, final and presentation of student work.

Credits: 3

On Occasion

HUM 184 Myth and Black Male Masculinity

In this course, we will examine the myths concerning men of African descent in the Americas during slavery and freedom. Using literature and film, we will focus on the earliest designation - the duality between childlike innocence and savagery, stories generated by white southerners to appease the critical gaze of white northerners. Among films and film clips, literature and excerpts we'll be viewing, discussing and writing about are, "Birth of a Nation" Black No More, "Lilies of the Fields," Going to meet the Man "Nothing but a Man," If he hollers, let him go, "Shaft," Invisible Man, "Crying Game," and others.

Credits: 3

On Occasion

HUM 197 Independent Study

Independent Study is designed to give students the opportunity to do independent work under the supervision of a faculty member. To be eligible for independent study, students must propose a topic in the humanities to a member of the Humanities faculty, and get the approval of the faculty member, department chair, and dean. The student and faculty member will negotiate the readings and main project to be completed during the independent study. Usually, but not always, this project takes the form of a research paper submitted at the end of the semester. Three credits.

Credits: 3

On Demand

HUM 198 Independent Study

Independent Study is designed to give students the opportunity to do independent work under the supervision of a faculty member. To be eligible for independent study, students must propose a topic in the humanities to a member of the Humanities faculty, and get the approval of the faculty member, department chair, and dean. The student and faculty member will negotiate the readings and main project to be completed during the independent study. Usually, but not always, this project takes the form of a research paper submitted at the end of the semester.

Credits: 3

On Demand

HUM 203 Starting From Paumanok

This one-credit course is coordinated to take advantage of the annual lecture on American literature and culture, "Starting from Paumanok." Named after Walt Whitman's great poem, which invokes the Native American name for Long Island, the Paumanok lecture acknowledges Long Island

University's geographic and cultural connection with one of Brooklyn's foremost literary figures. Since this annual event was inaugurated by the English Department in 1983, it has featured such scholars and writers as Ed Bullins, Ann Douglas, Vivian Gornick, Alfred Kazin, Ha Jin, Elizabeth Hardwick, Irving Howe, Nellie McKay, Walter Mosley, Lynn Nottage, Edward Said and Colson Whitehead. Students taking the course will read works by the visiting lecturer, attend the lecture, and complete a short writing assignment.

Credits: 1

Annually

Department of Philosophy

Professors: Arp, Filonowicz (Chair)
 Professors Emeriti: Bandman, West
 Associate Professors: Cuonzo, Wong
 Adjunct Faculty: 11

Philosophy is an ongoing pursuit of intellectual refinement, challenge and discovery, rooted in our natural human curiosity and our wish to exercise good judgment in all that we believe and do.

The philosophy program familiarizes students with the basic concepts at work in every area of intellectual inquiry and provides skills in constructing and evaluating arguments—whatever their subject matter may be. As a critical approach to all academic disciplines, philosophy helps us avoid overspecialization while enabling us to see the discoveries of every other field in a coherent perspective. Philosophy asks “big” questions, concerning the nature of reality, whether God exists, how the mind works, or what makes something beautiful. It expands our intellects and enlarges our feelings in exciting and rewarding ways. A program leading to a Bachelor of Arts degree with a major or minor in philosophy provides not only a thorough grounding in the humanities and liberal arts, but also training in the close reasoning and orderly presentation of ideas required by such professions as law, diplomacy, teaching, public administration, economics, business and the health professions.

The **128-credit B.A. in Philosophy** enables students to acquire skills that make them very attractive to potential employers and professional schools. By majoring or minoring in philosophy, students learn to reason effectively, view problems from multiple perspectives, and argue persuasively in their speech and writing. Although many philosophy majors and minors go on to study in graduate school, law school, medical school or other professional programs after graduation, a good number enter the workforce directly as well. The undergraduate education that philosophy students receive will serve them well in any field. Philosophy majors and minors are urged to develop career objectives while pursuing their undergraduate studies, and double majors are strongly encouraged. Departmental advisors will help students to explore career possibilities and devise personalized plans of study that will best prepare them to achieve their career goals.

As a major or minor in philosophy, you will connect with a small but bright, dedicated group of fellow students and accomplished professors and be invited to philosophy lectures, films and events. And when it is time for you make decisions about your post-graduate future, our dedicated faculty will guide and support you.

Particular strengths of the department include Applied Ethics, the History of Ideas, Social and Political Philosophy, Continental Philosophy, Philosophy of Feminism, and Philosophy of Law, Religion, Art, Language, and Science. Our

department offers Health Care Ethics every semester, as well as innovative electives such as Philosophy of Sex and Love, Black Existentialism, Ethics and Animals, and Philosophy through Film. Many of our courses are cross-listed with other majors and minors, such as Gender Studies, Africana Studies, Asian Studies and Humanities. Our faculty teach every semester in the University Honors Program, and we welcome Honors students to become philosophy majors or minors.

B.A. in Philosophy

Bachelor of Arts Core Requirements Skills/Proficiency Requirements

Completion of the skills/proficiency courses listed in the undergraduate bulletin depends solely on placement examination.

**The Skills Proficiency Courses are:
 DSM 01, DSM 09, ENG 13 or 13X, ENG 14 or 14X**

DSM	01	Developmental Skills Mathematics 01	0.00
DSM	09	Developmental Skills Mathematics 09	0.00
ENG	13	English Composition	3.00
ENG	14	English Composition	3.00

Bachelor of Arts Core Curriculum Requirements

English Composition Core Requirement - Three credits from the following

ENG	16	English Composition	3.00
ENG	16X	English Composition for Nonnative Speakers	3.00

Core Seminar Requirement

COS	50	Idea Of The Human	3.00
-----	----	-------------------	------

Speech Core Requirement

SPE	3	Oral Communication	3.00
-----	---	--------------------	------

English Literature Core Requirement - Six credits from the following (a student must be in the Honors Program to take HEG 21 or HEG 22)

ENG	61	European Literatures I	3.00
ENG	62	European Literatures II	3.00
ENG	63	American Literatures	3.00
ENG	64	Non-Western Literatures	3.00
HEG	21	Literature of the Human Imagination	3.00
HEG	22	English Literature of the Human Imagination	3.00

Philosophy Core Requirement

PHI	61	Philosophical Explorations I	3.00
-----	----	------------------------------	------

PHI	62	Philosophical Explorations II	3.00
-----	----	-------------------------------	------

History Core Requirement

HIS	1	History of Civilizations to 1500	3.00
HIS	2	History of Civilizations Since 1500	3.00

Social Science Core Requirement - Six credits from the following (a student must be in the Honors Program to take HSS 21 or HSS 22)

ANT	4	Physical Anthropology	3.00
ANT	5	Cultural Anthropology	3.00
ECO	1	Introduction to Economics	3.00
ECO	2	Introduction to Economics	3.00
HSS	21	Civilization and Social Institutions	3.00
HSS	22	Civilization and Social Institutions	3.00
POL	11	Power and Politics	3.00
PSY	3	Introduction to Psychology	3.00
SOC	3	Introduction to Sociology	3.00

Communication, Visual and Performing Arts Core Requirement - Three credits from the following (a student must be in the Honors Program to take HAR 21 or HAR 22)

ART	61	Introduction to Visual Art	3.00
DNC	61	Dance Through Time	3.00
HAR	21	Art, Music, and Dance in Social Context	3.00
HAR	22	Art, Music, and Dance in Social Context	3.00
MUS	61	Music and Culture	3.00
THE	61	The Theatrical Vision	3.00

Science Core Requirement

BIO	22	Biology and Modern Technology	3.00
CHM	21	Chemistry and Modern Technology	3.00
PHY	20	The Physical Universe	4.00

Mathematics Core Requirement - One course from the following

MTH	15	Mathematical Tools and Their Use	4.00
MTH	16	Finite Mathematics	3.00

Orientation Seminar Core Requirement

OS	1	The University: Discovery and Change	1.00
----	---	--------------------------------------	------

Liberal Arts and Science Foreign Language Core Curriculum Requirements

Must complete 6 credits in one of the foreign language disciplines listed below.

Foreign Language Core Spanish

SPA	11	Introductory Spanish I	3.00
SPA	12	Introductory Spanish II	3.00

Foreign Language Core French

FRE	11	Introductory French I	3.00
FRE	12	Introductory French II	3.00

Foreign Language Core Italian

ITL	11	Introductory Italian I	3.00
ITL	12	Introductory Italian II	3.00

Foreign Language Core Honors Spanish (a student must be in the Honors Program to take the following)

HLS	21	Honors Spanish	3.00
HLS	22	Honors Spanish	3.00

Foreign Language Core Honors French (a student must be in the Honors Program to take the following)

HLF	21	Honors French	3.00
HLF	22	Honors French	3.00

Philosophy B.A. Plan Requirements. Major Grade Point Average.

2.00 Major GPA Required.

Philosophy B.A. Plan Requirements.

Must complete 24 credits in advanced

Philosophy courses numbered 100 or above.

Philosophy Distribution Requirement

To satisfy this requirement, the student must complete two courses numbered 100 or above in one of the following subject areas:

Speech Language Pathology

French

Spanish

Italian

English

Humanities

Economics

History

Political Science

Psychology

Sociology

Anthropology

Social Work

Science

Art

Dance

Journalism

Media Arts

Music

Theatre

Minor in Philosophy

To minor in Philosophy, you must complete 12 credits of elective philosophy courses (four elective courses)

Philosophy Courses

PHI 61 Philosophical Explorations I

These courses constitute a yearlong integrated core sequence which investigates logic, ethics, theory of knowledge, and philosophy of art, religion, and science and their importance for understanding and coping with the challenges of modern life.

Objectives include the following: to become familiar with the basic concepts and methods of elementary logic and philosophical inquiry while developing intellectual skills useful in every area of life; to become acquainted with the leading traditions of ethical thought and the central problems of contemporary moral philosophy; to share, examine, sharpen and refine our own ethical sensibilities and values; and to gain a sense of the general history of ideas. PHI 61 emphasizes the development of critical reading, writing and discussion skills by means of exercises in informal logic and close study of classic philosophical and religious texts of the ancient world and Middle Ages. PHI 62 continues, with emphasis on understanding the distinctive features of Renaissance, early modern and contemporary scientific, religious and philosophical thought, and the value of humanistic learning.

Credits: 3

Every Fall, Spring and Summer

PHI 62 Philosophical Explorations II

These courses constitute a yearlong integrated core sequence which investigates logic, ethics, theory of knowledge, and philosophy of art, religion, and science and their importance for understanding and coping with the challenges of modern life.

Objectives include the following: to become familiar with the basic concepts and methods of elementary logic and philosophical inquiry while developing intellectual skills useful in every area of life; to become acquainted with the leading traditions of ethical thought and the central problems of contemporary moral philosophy; to share, examine, sharpen and refine our own ethical sensibilities and values; and to gain a sense of the general history of ideas. PHI 61 emphasizes the development of critical reading, writing and discussion skills by means of exercises in informal logic and close study of classic philosophical and religious texts of the ancient world and Middle Ages. PHI 62 continues, with emphasis on understanding the distinctive features of Renaissance, early modern and contemporary scientific, religious and philosophical thought, and the value of humanistic learning.

Credits: 3

Every Fall, Spring and Summer

PHI 102 Theories of Feminism

Examines definitions of feminism by exploring the roots of women's subordination and the strategies that have been proposed for redressing it. Readings from Enlightenment/liberal, Marxist/socialist, existentialist, radical, women-of-color, and postmodern feminists, among others. Fulfills requirements for Gender Studies minor.

Prerequisites: ENG 16 and Core Seminar.

The pre-requisite of PHI 61, or PHI 62, or HHP 21 or HHP 22 is required.

Credits: 3

On Occasion

PHI 103 Formal Logic

Formal symbolic logic studies the most basic principles of logical reasoning. This course introduces students to the uses of translating natural language arguments into a formal language for logical analysis. Students will learn to use truth tables, truth trees, and give logical proofs to assess the validity of arguments in both sentential and predicate logic.

The pre-requisite of PHI 61, or PHI 62, or HHP 21 or HHP 22 is required.

Credits: 3

On Occasion

PHI 104 Moral Philosophy

This course is an introduction to the central issues and theories of moral philosophy which examines the moral philosophies of Plato, Aristotle, Hobbes, Hume, and Mill, among others. Central questions to be examined include: What, if anything, is the justification of morality? Are there general moral principles that should guide our actions? What is the role of reason, sentiment and experience in moral decision making?

The pre-requisite of PHI 61, or PHI 62, or HHP 21 or HHP 22 is required.

Credits: 3

On Occasion

PHI 105 Health Care Ethics

This seminar explores ethical dimensions of the health care professions, including nursing, medicine, pharmacy, occupational therapy, physical therapy, and others. Students learn to identify problems in the health care system, to analyze these problems from multiple perspectives, and to propose ways of resolving the ethical conflicts encountered. This course emphasizes active learning, small group discussions, peer review and in-class writing.

The pre-requisite of PHI 61, or PHI 62, or HHP 21 or HHP 22 is required.

Credits: 3

Every Fall and Spring

PHI 107 Ancient and Medieval Philosophy

A study of the philosophical ideas and methods of ancient and medieval philosophers, not only in the

context of the religion, science and literature of their times, but also with respect to those fundamental disagreements still underlying present-day disputes. Readings selected from the pre-Socratics, the Sophists, Socrates and Plato, Aristotle, the Stoics, Ibn Sina (Avicenna), Ibn Rushd (Averroes), Augustine and others.

The pre-requisite of PHI 61, or PHI 62, or HHP 21 or HHP 22 is required.

Credits: 3

On Occasion

PHI 108 Modern Philosophy

A study of the philosophical ideas and methods of modern philosophers in the context of the emergence of science and the resulting challenge to religion. Readings selected from such sources as Descartes, Leibniz, Spinoza, Locke, Berkeley, Hume and Kant.

The pre-requisite of PHI 61, or PHI 62, or HHP 21 or HHP 22 is required.

Credits: 3

On Occasion

PHI 110 Belief, Knowledge, and Reality

A study of the nature and limits of human knowledge. Special emphasis is given to the conditions for knowledge: truth, belief, and justification, as well as the relationship of theories of knowledge to metaphysical theories. Topics include: skepticism, relativism, rationalism, empiricism, the debate between internalism and externalism, Gettier problems, theories of justification and truth. Readings selected from Plato, Descartes, Hume, Kant, Quine, Goodman, Putnam, Davidson, Goldman, and Bonjour, among others.

The pre-requisite of PHI 61, or PHI 62, or HHP 21 or HHP 22 is required.

Credits: 3

On Occasion

PHI 111 Theory of Knowledge

An examination of the nature and limits of human knowledge. Attention is given to related concepts of sense perception, intuition, experience, deductive and inductive reasoning, and theory and explanation of knowledge and to three conditions of knowledge: truth, belief and evidence. Also considered are such topics as foundationalism, relativism and skepticism. Readings selected from such sources as Plato, Descartes, Hume, Kant, Russell, Dewey, Quine, Putnam and Davidson.

The pre-requisite of PHI 61, or PHI 62, or HHP 21 or HHP 22 is required.

Credits: 3

On Occasion

PHI 113 Free Will and Determinism

A review of different positions taken in the free will versus determinism controversy in the history of philosophy, including logical determinism, religious determinism, hard determinism, compatibilism, indeterminism, indeterminism, agent-causal and self-forming action theories of free will and

existentialist theories of freedom, with special attention to their consequences for moral responsibility.

The pre-requisite of PHI 61, or PHI 62, or HHP 21 or HHP 22 is required.

Credits: 3

On Occasion

PHI 119 Language, Speech and Thought

A consideration of three topics that have held much philosophical attention in the twentieth century: the nature of language, the actions human beings perform through speech, and the relation of language to thought. An introduction is made to the philosophy of language relevant to the work of psychologists, linguists, educators and others.

Topics include types of speech acts, meaning, truth, language acquisition, and the relation of philosophy to the cognitive sciences. Readings selected from such authors as J. L. Austin, John Searle, Ludwig Wittgenstein, Jacques Derrida, Willard Quine, Donald Davidson and Noam Chomsky. (Same as SPE 119.)

The pre-requisite of PHI 61, or PHI 62, or HHP 21 or HHP 22 is required.

Credits: 3

On Occasion

PHI 126 Philosophy of Science

What is the nature of scientific investigation and scientific discovery? In this course we shall explore the origins of modern scientific method and experimental technique, as well as several issues in contemporary philosophy of science: How is scientific knowledge validated? Are scientific theories literally true descriptions of reality, or are they only instrumentally valid, correct only insofar as they allow us to predict the results of experiments and control events in the natural world? What is the nature of scientific revolutions? Students will become familiar with key works in science and the philosophy of science, and be encouraged to reflect on science's role in contemporary society and its relation to problems of human values.

The pre-requisite of PHI 61, or PHI 62, or HHP 21 or HHP 22 is required.

Credits: 3

On Occasion

PHI 163 Philosophy of Art

A study of how different philosophical traditions have answered such perennial questions as: What is beauty? What is art? How is art to be judged? Can judgments of artistic merit be shown to be true or false? A consideration, secondly, of how different works of art themselves achieve philosophical importance by conveying distinctive visions of reality.

The pre-requisite of PHI 61, or PHI 62, or HHP 21 or HHP 22 is required.

Credits: 3

On Occasion

PHI 167 Nineteenth Century Social Thought: Darwin, Marx, and Mill

An exploration of nineteenth century social theory, particularly in representative works of three great thinkers: Darwin, Marx and Mill. Includes a study of the role of intelligence in shaping social institutions. Readings selected from such related figures as Huxley, Spencer, Nietzsche and Proudhon. Associated social and economic developments such as liberalism, industrialism, collectivism and social Darwinism are considered.

The pre-requisite of PHI 61, or PHI 62, or HHP 21 or HHP 22 is required.

Credits: 3

On Occasion

PHI 169 Philosophy of Religion

A course with these objectives: to consider the nature of religious belief and the concepts of truth and meaning in religion; to examine reasons for and against some crucial religious beliefs, such as the existence of God, immortality and freedom of the will; to understand key elements in the major world religions, such as ritual, symbol, myth, conversion, revelation and faith; and to encourage the student to become more thoughtful and articulate about his or her views regarding the meaning of religion for human life. Classical and contemporary works in philosophy and religion are considered.

The pre-requisite of PHI 61, or PHI 62, or HHP 21 or HHP 22 is required.

Credits: 3

On Occasion

PHI 171 Philosophy of Law

An examination of the structures and functions of legal systems. Topics include the nature and limits of law, the distinction between positive and natural law, liberty, responsibility, rights, interests, justice, the social contract, property, sovereignty, and crime and punishment. Readings selected from traditional and contemporary sources.

The pre-requisite of PHI 61, or PHI 62, or HHP 21 or HHP 22 is required.

Credits: 3

On Occasion

PHI 172 Philosophy of Mind

A consideration of such central philosophical questions as: What is the ultimate distinction between the mind and the body, and what is the relation between them? What is the relation of the mind to the physical universe? What makes an individual who that individual is? Also investigated are other topics in philosophical psychology relating to the status of beliefs, intentions and desires and their role in human action.

The pre-requisite of PHI 61, or PHI 62, or HHP 21 or HHP 22 is required.

Credits: 3

On Occasion

PHI 174 Continental Philosophy

An exploration of the following: nineteenth-century

Existentialism's rejection of the Enlightenment faith in rationality; the Nietzschean critique of Western metaphysics and religion; twentieth-century existentialism's preoccupation with nothingness, contingency, human freedom and death; structuralist interest in "text" and philosophical anthropology; and critiques of allegedly oppressive "discourses" central to Western thought.

The pre-requisite of PHI 61, or PHI 62, or HHP 21 or HHP 22 is required.

Credits: 3

On Occasion

PHI 175 Asian Philosophy

An overview of the central spiritual traditions of Asia, including Hinduism, the Theravada, Mahayana, Vajrayana, and Zen schools of Buddhism, Confucianism and Taoism, focusing on their theories of ultimate reality, the self, death, and ethical, social and political obligation.

The pre-requisite of PHI 61, or PHI 62, or HHP 21 or HHP 22 is required.

Credits: 3

On Occasion

PHI 176 American Philosophy

A study of American contributions to Western philosophical inquiry. A brief survey of British Idealism and its Oxford and Cambridge critics (Moore, Russell and Ayer) serves as preparation for exploring the development of American Pragmatism in selected works of William James, Charles Sanders Peirce, George Herbert Meade, John Dewey and others. Contemporary American analytical philosophy is also considered in relation to Pragmatism, colonial Puritanism, and the racial, ethnic and political diversity of America's intellectual heritage. Three credits.

The pre-requisite of PHI 61, or PHI 62, or HHP 21 or HHP 22 is required.

Credits: 3

On Occasion

PHI 179 Social and Political Philosophy

A study of the moral aspects of political and social theory and a careful discussion of such classic philosophical topics as freedom, coercion, authority, rights, responsibility and justice. Readings selected from Plato, Aristotle, Hobbes, Locke, Hume, Rousseau, Marx, Dewey, Arendt, Rawls and others. Contemporary economic, social and political problems are considered.

The pre-requisite of PHI 61, or PHI 62, or HHP 21 or HHP 22 is required.

Credits: 3

On Occasion

PHI 190 Special Seminar

An intensive study of one or two great philosophers or of a single complex issue in contemporary philosophy. Authors and problems selected vary from year to year. May be repeated in subsequent semesters if subject matter is different.

The pre-requisite of PHI 61, or PHI 62, or HHP 21

or HHP 22 is required.

Credits: 3

On Occasion

PHI 195 Honors Study

Honors Study is designed to give outstanding students an opportunity to do independent work in their major under the guidance of a member of the faculty. There are no regular class meetings. To be eligible, students must have upper junior or senior status, a cumulative quality-point ratio of 3.00 and a 3.25 ratio in their major subject, and the permission of the Chair of the Department and the Dean. Three credits satisfy the WAC requirement for Philosophy majors. A total of six credits of Honors Study is allowed. Honors Study issues in a full-length, annotated term essay that is kept on file in the Department of Philosophy for the benefit of other students and interested parties.

The pre-requisite of PHI 61, or PHI 62, or HHP 21 or HHP 22 is required.

Credits: 3

On Demand

PHI 196 Honors Study

Honors Study is designed to give outstanding students an opportunity to do independent work in their major under the guidance of a member of the faculty. There are no regular class meetings. To be eligible, students must have upper junior or senior status, a cumulative quality-point ratio of 3.00 and a 3.25 ratio in their major subject, and the permission of the Chair of the Department and the Dean. Three credits satisfy the WAC requirement for Philosophy majors. A total of six credits of Honors Study is allowed. Honors Study issues in a full-length, annotated term essay that is kept on file in the Department of Philosophy for the benefit of other students and interested parties.

The pre-requisite of PHI 61, or PHI 62, or HHP 21 or HHP 22 is required.

Credits: 3

On Demand

PHI 197 Independent Study

Independent Study offers students of philosophy an opportunity to do concentrated work on issues that interest them, according to a design of study worked out in collaboration with a member of the faculty. Meeting times and writing requirements are mutually agreed upon prior to the beginning of the semester. To be eligible, students must have a cumulative quality-point ratio of 3.00 and a quality-point ratio of 3.00 in their major subject, and the permission of the Chair of the Department and the Dean. A total of six credits of Independent Study is allowed.

The pre-requisite of PHI 61, or PHI 62, or HHP 21 or HHP 22 is required.

Credits: 3

On Demand

PHI 198 Independent Study

Independent Study offers students of philosophy an opportunity to do concentrated work on issues that

interest them, according to a design of study worked out in collaboration with a member of the faculty. Meeting times and writing requirements are mutually agreed upon prior to the beginning of the semester. To be eligible, students must have a cumulative quality-point ratio of 3.00 and a quality-point ratio of 3.00 in their major subject, and the permission of the Chair of the Department and the Dean. A total of six credits of Independent Study is allowed.

The pre-requisite of PHI 61, or PHI 62, or HHP 21 or HHP 22 is required.

Credits: 3

On Demand

PHI 208 Gender and Knowledge

What does it mean to know something? Do women arrive at conclusions and solve problems in different ways than men? What makes someone the gender that he or she is? What is the relationship between emotion or reason? Are women more emotional and men more logical? Are men better than women in mathematics and science? Is there such a thing as "feminine intuition"? What is the best way to acquire knowledge? This course will attempt to provide answers to these and other questions regarding gender and different types of knowledge, as we examine theories about the relationship of women to knowledge and rationality and feminist critiques of traditional views of knowledge.

The pre-requisite of PHI 61, or PHI 62, or HHP 21 or HHP 22 is required.

Credits: 3

Annually

PHI 213 Philosophical Investigations Through Film

This course aims to engage theories of perception, movement of image and temporality through an analysis of avant-garde films and the history of cinema. Such philosophical issues as reality versus appearance, the nature of time, the relation of mind to body, and the possibility of artificial intelligence will also be explored through viewing popular films (Same as MA 213.)

The pre-requisite of PHI 61, or PHI 62, or HHP 21 or HHP 22 is required.

Credits: 3

On Occasion

Africana Studies Program

Africana Studies is an interdisciplinary program that draws from the humanities, social sciences and sciences. It focuses on the contributions, world views and concerns facing the African Diaspora from past to present and provides a complementary take on many of the discourses established by traditional disciplines while it also defines and attempts to answer alternative intellectual queries from the perspective of various and varying groups of people of African descent. This 12-credit, minor-granting program has organized and launched several outreach programs with the assistance of Campus and community resources: The African Forum Series, youth performances, conferences on Africana Philosophy and on Jazz and other African-based musical forms (Music of the Spirit), multicultural, multinational musical performances, films and discussion panels, fundraisers and mentorship presentations. Students interested in learning more about the African Studies program should contact the director of the program, Professor Carol Allen (718-488-1053, carol.allen@liu.edu).

Minor in Africana Studies

Students interested in minoring in Africana Studies should consult with the Director of the Program

Required Courses - 6 credits

Introduction to Africana Studies
African Civilization

In addition students must take 9 additional credits from courses at the 100 level or above such as:

Early African History
African Archaeology
Contemporary African History, 1880-present
African American History to 1865
African American History from 1865
Caribbean History (Special Topics)
The History of Slavery
The History of the Civil Rights Movement
Blacks and the Law
Black Political Thought
African Literature (Special Topics)
African Film
African American Lit.
African American Art
African Diaspora Dance (Special Topics)
African Diaspora Music (Special Topics)
Caribbean Lit. (Special Topics)
Caribbean Art
Black Popular Culture (Special Topics)

Minor in Gender Studies

Students majoring in any discipline also may pursue an academic minor in gender studies. The Gender Studies minor provides students with an overview of the complex relationship between

individual and community identity formation. It explores the constructions of self and the status of women and men in culture and society; the interrelatedness of gender with race, ethnicity, class, age, sexual orientation and the assumptions about gender biases and gender stereotypes.

Gender Studies provides a unique education to students – male and female – who wish to enhance their career prospects in the 21st century as would-be educators, artists, writers, leaders, innovators, egalitarian entrepreneurs and challengers of oppression in any given field.

Topics include:

- Biology of human reproduction
- Philosophies of gender construction
- Feminist theory
- Feminist perspectives on global human rights
- Gender and health
- Sex roles in the family and society
- Psychology of gender identity
- Queer theory
- Representations of women and men in literature and media
- Reproductive rights
- Ecofeminism
- Violence against women

The minor in Gender Studies consists of 12 credits in advanced 100-level courses. Each Gender Studies minor must include 2 core courses chosen from HUM 101: Women in Culture and Society (with either a U.S. Or a Global focus), HUM 102: Theories of Feminism, HUM 121: Culture, Gender and Society, and HUM 104: Gender and Knowledge. Two elective courses may be chosen from special topics in Gender Studies cross-listed with other departments. Gender Studies courses may also be taken as electives independent of the minor. For further information contact Patricia Stephens or Margaret Cuonzo.

SCIENCE (DIVISION II)

The Science Division offers majors in biology, chemistry and biochemistry, and mathematics as well as support courses in physics. The biology major offers a concentration in molecular biology and also programs leading to a degree of Bachelor of Science in cytotechnology, medical technology and in nuclear medicine technology, all three of which may be completed in fourth-year internship training programs. Students in chemistry and biochemistry may have their degrees certified by the American Chemical Society.

Students must fulfill the requirements of the core curriculum, and satisfy the requirements of their major. Of the 128 credits required for graduation, at least 48 must be earned in courses numbered above 100.

Department of Biology

Professors: Chung, D. Cohen, Griffiths, Morin (Chair), Serafy

Professors Emeriti: Carito, Curley, Hammerman, Hirshon, Polak, Smith, Rothwell, Wendt

Associate Professors: Birchette, DePass, Haynes, Kovac, Marsh,

Associate Professors Emeriti: Dowd, McKenna

Assistant Professors: Kwak, Kwon, Leslie,

Molina, Tello, Vogelstein

Instructor: Peckham

Adjunct Faculty: 15

The Biology Department offers Bachelor of Science degrees in Biology, Medical Technology, Cytotechnology and Nuclear Medicine Technology, as well as a concentration in Molecular Biology at the undergraduate level. At the graduate level, the M.S. in Biology offers concentrations in Molecular/Cellular Biology, Microbiology and Medical Microbiology. Our core of 16 full-time faculty members augmented by over 15 adjuncts offers students an unrivaled expertise in a wide variety of subjects including molecular and cellular biology, bioinformatics, ecology, evolution, microbiology, genetics, ornithology and marine biology. The goal of the Department is to provide a challenging and stimulating curriculum that fosters critical thinking and promotes scientific curiosity on current topics in the biological sciences. Biology majors are encouraged to develop specific career objectives while pursuing undergraduate studies. Departmental advisers will assist students in exploring career possibilities and in devising a personalized plan of study that will best prepare them for their career goals.

Medical Technology

The B.S in Medical Technology is designed to prepare students for entering the job market as a clinical laboratory scientist. Students complete a minimum of 128 credits, including the Conolly College core requirements, specific biology requirements (Bacteriology and Immunology) and

Medical Technology I and II. In addition, students must complete a hospital training program for certification as well as pass the state licensing examination.

On completion of 100 credits in Richard L. Conolly College, candidates go to an affiliated hospital or any other school with an approved program in medical technology for one year of special training, at the end of which they are eligible for the Bachelor of Science degree and the medical technology certificate. The Medical Technology Program is accredited by the Association of Clinical Pathologists (ASCP). The choice of — and admission to — an approved training program for Medical Technologists are the responsibility of the student and are highly dependent upon academic achievement in the program of study at the University. Students are cautioned that hospital training spaces are limited and that obtaining a training position may be difficult.

In addition to the clinical laboratory scientist career, a B.S. in Medical Technology can be used as a steppingstone for other career paths. Students may further their scientific pursuits by earning a Master of Science or a Ph.D. in the biological sciences. Successful graduates also may choose to enter medical, osteopathic, veterinary or dental schools to obtain professional degrees. In addition, graduates can choose from a wide variety of health-related fields, such as physical therapy, nursing, genetic counseling and radiologic technology, to name a few.

Cytotechnology

The B.S. in Cytotechnology is designed to prepare students to enter the job market as a cytotechnologist. Students complete a minimum of 128 credits, including the Conolly College core requirements, specific biology course requirements (including Physiology and Genetics) and Medical Technology I and II. In addition, students must complete a hospital training program for certification as well as pass the state licensing examination.

The Cytotechnology Program is accredited by the Commission on Accreditation of Allied Health Education Programs (CAAHEP). The choice of — and admission to — an approved training program for cytotechnologists are the responsibility of the student and are highly dependent upon academic achievement in the program of study at the University. Students are cautioned that hospital training spaces are limited and that obtaining a training position may be difficult.

In addition to the cytotechnologist career, a Bachelor of Science degree can be used as a steppingstone for other career paths. Students may further their scientific pursuits by earning a Master of Science or a Ph.D. in the biological sciences. Successful graduates also may choose to enter medical, osteopathic, veterinary or dental schools to obtain professional degrees. In addition, graduates can choose from a wide variety of health-related fields, such as physical therapy,

nursing, genetic counseling and radiologic technology, to name a few.

Nuclear Medicine Technology

The B.S in Nuclear Medicine Technology is designed to prepare students for entering the job market as a nuclear technologist. Students complete a minimum of 128 credits, including the Conolly College core requirements, specific biology course requirements (including Physiology and Functional Human Anatomy) and Medical Technology I and II. In addition, students must complete a hospital training program for certification as well as pass the state licensing examination.

On completion of 100 credits in Richard L. Conolly College, candidates go to any school with an approved program in Nuclear Medicine Technology for one year of special training, at the end of which they are eligible for the Bachelor of Science degree and the Nuclear Medicine Technology certificate. The Nuclear Medicine Technology program is accredited by the Joint Review Committee on Educational Programs in Nuclear Medicine Technology. The choice of — and admission to — an approved training program for Nuclear Medicine Technology are the responsibility of the student and are highly dependent upon academic achievement in the program of study at the University. Students are cautioned that hospital training spaces are limited and that obtaining a training position may be difficult.

In addition to the nuclear technologist career, a B.S. in Nuclear Technology can be used as a steppingstone for other career paths. Students may further their scientific pursuits by earning a Master of Science or a Ph.D. in the biological sciences. Successful graduates also may choose to enter medical, osteopathic, veterinary or dental schools to obtain professional degrees. In addition, graduates can choose from a wide variety of health-related fields, such as physical therapy, nursing, genetic counseling and radiologic technology, to name a few.

Molecular Biology

Students majoring in Biology can opt to specialize in Molecular Biology. Those considering the Molecular Biology concentration should have a high school average of at least 90 and combined Scholastic Aptitude Test scores of 1200. The Molecular Biology program gives students a basic knowledge of biochemical principles and practical training in cell and molecular biological laboratory techniques. Emphasis is given to developing experimental skills used in biological research, including current recombinant DNA technologies. In their senior year, students undertake 11 credits of independent research and submit a written thesis for graduation.

B.S. in Medical Technology

Bachelor of Science Core Requirements

Skills/Proficiency Requirements

Completion of the skills/proficiency courses listed in the undergraduate bulletin depends solely on placement examination.

The Skills Proficiency Courses are:

DSM 01, DSM 09, ENG 13 or 13X, ENG 14 or 14X

DSM	01	Developmental Skills Mathematics 01	0.00
DSM	09	Developmental Skills Mathematics 09	0.00
ENG	13	English Composition	3.00
ENG	14	English Composition	3.00

Bachelor of Science Core Curriculum Requirements

English Composition Core Requirement - Three credits from the following

ENG	16	English Composition	3.00
ENG	16X	English Composition for Nonnative Speakers	3.00

Core Seminar Requirement

COS	50	Idea Of The Human	3.00
-----	----	-------------------	------

Speech Core Requirement

SPE	3	Oral Communication	3.00
-----	---	--------------------	------

English Literature Core Requirement - Six credits from the following (a student must be in the Honors Program to take HEG 21 and HEG 22)

ENG	61	European Literatures I	3.00
ENG	62	European Literatures II	3.00
ENG	63	American Literatures	3.00
ENG	64	Non-Western Literatures	3.00
HEG	21	Literature of the Human Imagination	3.00
HEG	22	English Literature of the Human Imagination	3.00

Philosophy Core Requirement

PHI	61	Philosophical Explorations I	3.00
PHI	62	Philosophical Explorations II	3.00

History Core Requirement

HIS	1	History of Civilizations to 1500	3.00
HIS	2	History of Civilizations Since 1500	3.00

Social Science Core Requirement - Six credits from the following (a student must be in the Honors Program to take HSS 21 and HSS 22)

ANT	4	Physical Anthropology	3.00
ANT	5	Cultural Anthropology	3.00
ECO	1	Introduction to Economics	3.00
ECO	2	Introduction to Economics	3.00
HSS	21	Civilization and Social Institutions	3.00
HSS	22	Civilization and Social Institutions	3.00
POL	11	Power and Politics	3.00
PSY	3	Introduction to Psychology	3.00
SOC	3	Introduction to Sociology	3.00

Communication, Visual and Performing Arts Core Requirement - Three credits from the following (a student must be in the Honors Program to take HAR 21 and HAR 22)

ART	61	Introduction to Visual Art	3.00
DNC	61	Dance Through Time	3.00
HAR	21	Art, Music, and Dance in Social Context	3.00
HAR	22	Art, Music, and Dance in Social Context	3.00
MUS	61	Music and Culture	3.00
THE	61	The Theatrical Vision	3.00

Core Science Biology Courses for Biology and Related Majors

BIO	1	General Biology	4.00
BIO	2	General Biology	4.00

Core Chemistry Courses Required of Science Majors

CHM	3	General and Inorganic Chemistry	4.00
CHM	4	General and Inorganic Chemistry	4.00

Core Physics Courses Required of Science Majors

PHY	31	General Physics	4.00
PHY	32	General Physics	4.00

Core Mathematics Requirement For Science Majors

MTH	30	Pre-Calculus Mathematics	4.00
MTH	40	Calculus I	4.00

Orientation Seminar Core Requirement

OS	1	The University: Discovery and Change	1.00
----	---	--------------------------------------	------

Liberal Arts and Science Foreign Language Core Curriculum Requirements

Must complete 6 credits in one of the foreign language disciplines listed below.

Foreign Language Core Spanish

SPA	11	Introductory Spanish I	3.00
SPA	12	Introductory Spanish II	3.00

Foreign Language Core French

FRE	11	Introductory French I	3.00
FRE	12	Introductory French II	3.00

Foreign Language Core Italian

ITL	11	Introductory Italian I	3.00
ITL	12	Introductory Italian II	3.00

Foreign Language Core Honors Spanish (students must be in the Honors Program to take the following)

HLS	21	Honors Spanish	3.00
HLS	22	Honors Spanish	3.00

Foreign Language Core Honors French (students must be in the Honors Program to take the following)

HLF	21	Honors French	3.00
HLF	22	Honors French	3.00

Medical Technology Bachelor of Science Plan Requirements

Medical Technology BS Major Requirements

Must complete the following.

BIO	1	General Biology	4.00
BIO	2	General Biology	4.00

The following courses must be fulfilled:

BIO	109	Bacteriology	4.00
BIO	112	Immunobiology	4.00

Student must complete an additional 14 credits of advanced biology courses (numbered >100) not including BIO 101, 131, 132

One year of training in an approved program of Medical Technology

MT	1	Medical Technology Clinical Training	14.00
MT	2	Medical Technology Clinical Training	14.00

Ancillary Requirements

CHM	3	General and Inorganic Chemistry	4.00
CHM	4	General and Inorganic Chemistry	4.00
MTH	30	Pre-Calculus Mathematics	4.00
MTH	40	Calculus I	4.00
PHY	31	General Physics	4.00
PHY	32	General Physics	4.00

Distribution Requirement

CHM	121	Organic Chemistry	4.00
CHM	122	Organic Chemistry	4.00

B.S. in Nuclear Medicine Technology

Bachelor of Science Core Requirements

Skills/Proficiency Requirements

Completion of the skills/proficiency courses listed in the undergraduate bulletin depends solely on placement examination.

The Skills Proficiency Courses are:

DSM 01, DSM 09, ENG 13 or 13X, ENG 14 or 14X

DSM	01	Developmental Skills Mathematics 01	0.00
DSM	09	Developmental Skills Mathematics 09	0.00
ENG	13	English Composition	3.00
ENG	14	English Composition	3.00

Bachelor of Science Core Curriculum Requirements

English Composition Core Requirement - Three credits from the following

ENG	16	English Composition	3.00
ENG	16X	English Composition for Nonnative Speakers	3.00

Core Seminar Requirement

COS	50	Idea Of The Human	3.00
-----	----	-------------------	------

Speech Core Requirement

SPE	3	Oral Communication	3.00
-----	---	--------------------	------

English Literature Core Requirement - Six credits from the following (a student must be in the Honors Program to take HEG 21 and HEG 22)

ENG	61	European Literatures I	3.00
ENG	62	European Literatures II	3.00
ENG	63	American Literatures	3.00
ENG	64	Non-Western Literatures	3.00
HEG	21	Literature of the Human Imagination	3.00
HEG	22	English Literature of the Human Imagination	3.00

Philosophy Core Requirement

PHI	61	Philosophical Explorations I	3.00
PHI	62	Philosophical Explorations II	3.00

History Core Requirement

HIS	1	History of Civilizations to 1500	3.00
HIS	2	History of Civilizations Since 1500	3.00

Social Science Core Requirement - Six credits from the following (a student must be in the Honors Program to take HSS 21 and HSS 22)

ANT	4	Physical Anthropology	3.00
ANT	5	Cultural Anthropology	3.00
ECO	1	Introduction to Economics	3.00
ECO	2	Introduction to Economics	3.00
HSS	21	Civilization and Social Institutions	3.00
HSS	22	Civilization and Social Institutions	3.00
POL	11	Power and Politics	3.00
PSY	3	Introduction to Psychology	3.00
SOC	3	Introduction to Sociology	3.00

Communication, Visual and Performing Arts Core Requirement - Three credits from the following (a student must be in the Honors Program to take HAR 21 or HAR 22)

ART	61	Introduction to Visual Art	3.00
DNC	61	Dance Through Time	3.00
HAR	21	Art, Music, and Dance in Social Context	3.00
HAR	22	Art, Music, and Dance in Social Context	3.00
MUS	61	Music and Culture	3.00
THE	61	The Theatrical Vision	3.00

Core Science Biology Courses for Biology and Related Majors

BIO	1	General Biology	4.00
BIO	2	General Biology	4.00

Core Chemistry Courses Required of Science Majors

CHM	3	General and Inorganic Chemistry	4.00
CHM	4	General and Inorganic Chemistry	4.00

Core Physics Courses Required of Science Majors

PHY	31	General Physics	4.00
PHY	32	General Physics	4.00

Core Mathematics Requirement For Science Majors

MTH	30	Pre-Calculus Mathematics	4.00
-----	----	--------------------------	------

MTH	40	Calculus I	4.00
-----	----	------------	------

Orientation Seminar Core Requirement

OS	1	The University: Discovery and Change	1.00
----	---	--------------------------------------	------

Liberal Arts and Science Foreign Language Core Curriculum Requirements

Must complete 6 credits in one of the foreign language disciplines listed below.

Foreign Language Core Spanish

SPA	11	Introductory Spanish I	3.00
SPA	12	Introductory Spanish II	3.00

Foreign Language Core French

FRE	11	Introductory French I	3.00
FRE	12	Introductory French II	3.00

Foreign Language Core Italian

ITL	11	Introductory Italian I	3.00
ITL	12	Introductory Italian II	3.00

Foreign Language Core Honors Spanish - A student must be in the Honors Program to take the following

HLS	21	Honors Spanish	3.00
HLS	22	Honors Spanish	3.00

Foreign Language Core Honors French - A student must be in the Honors Program to take the following

HLF	21	Honors French	3.00
HLF	22	Honors French	3.00

Nuclear Technology Bachelor of Science Plan Requirements

Major Grade Point Average

2.00 Major GPA Required.

Nuclear Technology BS Major Requirements

The following courses must be fulfilled:

BIO	1	General Biology	4.00
BIO	2	General Biology	4.00

The following courses must be fulfilled:

BIO	104	Human Functional Anatomy	4.00
BIO	125	Physiology	4.00

Student must complete an additional 14 credits of advanced biology courses (numbered >100) not including BIO 101, 131, 132

One year of training in an approved program of Medical Technology

MT	1	Medical Technology Clinical Training	14.00
MT	2	Medical Technology Clinical Training	14.00

Ancillary Requirements

CHM	3	General and Inorganic Chemistry	4.00
-----	---	---------------------------------	------

Brooklyn Campus

CHM 4	General and Inorganic Chemistry	4.00
MTH 30	Pre-Calculus Mathematics	4.00
MTH 40	Calculus I	4.00
PHY 31	General Physics	4.00
PHY 32	General Physics	4.00
Distribution		
CHM 121	Organic Chemistry	4.00
CHM 122	Organic Chemistry	4.00

B.S. in Biology

Biology Bachelor of Science Plan Requirements

Major Grade Point Average
2.00 Major GPA Required.

Biology BS Major Requirements

The following courses must be fulfilled:

BIO 1	General Biology	4.00
BIO 2	General Biology	4.00

In addition, to fulfill the Biology degree requirements a total of 22 credits of advanced biology credits (numbered >100 and not including BIO 101, 131, 132) are required.

Biology BS Ancillary Requirement

The following courses must be fulfilled:

CHM 3	General and Inorganic Chemistry	4.00
CHM 4	General and Inorganic Chemistry	4.00
MTH 30	Pre-Calculus Mathematics	4.00
MTH 40	Calculus I	4.00
PHY 31	General Physics	4.00
PHY 32	General Physics	4.00

Biology BS Distribution Requirement

The following courses must be fulfilled:

CHM 121	Organic Chemistry	4.00
CHM 122	Organic Chemistry	4.00

Bachelor of Science Core Requirements

Skills/Proficiency Requirements

Completion of the skills/proficiency courses listed in the undergraduate bulletin depends solely on placement examination.

The Skills Proficiency Courses are:

DSM 01, DSM 09, ENG 13 or 13X, ENG 14 or 14X		
DSM 01	Developmental Skills Mathematics 01	0.00

DSM 09	Developmental Skills Mathematics 09	0.00
ENG 13	English Composition	3.00
ENG 14	English Composition	3.00

Bachelor of Science Core Curriculum Requirements

English Composition Core Requirement - Three credits from the following

ENG 16	English Composition	3.00
ENG 16X	English Composition for Nonnative Speakers	3.00

Core Seminar Requirement

COS 50	Idea Of The Human	3.00
--------	-------------------	------

Speech Core Requirement

SPE 3	Oral Communication	3.00
-------	--------------------	------

English Literature Core Requirement - Six credits from the following (a student must be in the Honors Program to take HEG 21 and HEG 22)

ENG 61	European Literatures I	3.00
ENG 62	European Literatures II	3.00
ENG 63	American Literatures	3.00
ENG 64	Non-Western Literatures	3.00
HEG 21	Literature of the Human Imagination	3.00
HEG 22	English Literature of the Human Imagination	3.00

Philosophy Core Requirement

PHI 61	Philosophical Explorations I	3.00
PHI 62	Philosophical Explorations II	3.00

History Core Requirement

HIS 1	History of Civilizations to 1500	3.00
HIS 2	History of Civilizations Since 1500	3.00

Social Science Core Requirement - Six credits from the following (a student must be in the Honors Program to take HSS 21 and HSS 22)

ANT 4	Physical Anthropology	3.00
ANT 5	Cultural Anthropology	3.00
ECO 1	Introduction to Economics	3.00
ECO 2	Introduction to Economics	3.00
HSS 21	Civilization and Social Institutions	3.00
HSS 22	Civilization and Social Institutions	3.00
POL 11	Power and Politics	3.00

PSY 3	Introduction to Psychology	3.00
-------	----------------------------	------

SOC 3	Introduction to Sociology	3.00
-------	---------------------------	------

Communication, Visual and Performing Arts Core Requirement - Three credits from the following (a student must be in the Honors Program to take HAR 21 and HAR 22)

ART 61	Introduction to Visual Art	3.00
DNC 61	Dance Through Time	3.00
HAR 21	Art, Music, and Dance in Social Context	3.00
HAR 22	Art, Music, and Dance in Social Context	3.00
MUS 61	Music and Culture	3.00
THE 61	The Theatrical Vision	3.00

Core Science Biology Courses for Biology and Related Majors

BIO 1	General Biology	4.00
BIO 2	General Biology	4.00

Core Chemistry Courses Required of Science Majors

CHM 3	General and Inorganic Chemistry	4.00
CHM 4	General and Inorganic Chemistry	4.00

Core Physics Courses Required of Science Majors

PHY 31	General Physics	4.00
PHY 32	General Physics	4.00

Core Mathematics Requirement For Science Majors

MTH 30	Pre-Calculus Mathematics	4.00
MTH 40	Calculus I	4.00

Orientation Seminar Core Requirement

OS 1	The University: Discovery and Change	1.00
------	--------------------------------------	------

Liberal Arts and Science Foreign Language Core Curriculum Requirements

Must complete 6 credits in one of the foreign language disciplines listed below.

Foreign Language Core Spanish

SPA 11	Introductory Spanish I	3.00
SPA 12	Introductory Spanish II	3.00

Foreign Language Core French

FRE 11	Introductory French I	3.00
FRE 12	Introductory French II	3.00

Foreign Language Core Italian

ITL 11	Introductory Italian I	3.00
ITL 12	Introductory Italian II	3.00

Foreign Language Core Honors Spanish - A student must be in the Honors Program to take the following

HLS	21	Honors Spanish	3.00
HLS	22	Honors Spanish	3.00

Foreign Language Core Honors French - A student must be in the Honors Program to take the following

HLF	21	Honors French	3.00
HLF	22	Honors French	3.00

Molecular Biology Subplan

Requirements.

Molecular Biology Subplan Requirements Below Are The Requirements for the Molecular Biology Subplan

BIO	126	Principles of Genetics	4.00
BIO	160	Molecular Biology	2.00
BIO	161	Introductory Molecular Biology	3.00
BIO	193	Honors Research	5.00
BIO	194	Honors Research	6.00
BIO	550	Molecular and Cell Biology	2.00
BIO	551	Molecular and Cell Biology Laboratory	2.00
CHM	135	Physical Chemistry I	4.00
BIC	153	Biochemistry	4.00
BIC	154	Biochemistry	4.00

Molecular Biology Subplan Additional Course Requirements

BIO	>100	additional advanced biology courses from catalog	4.0
-----	------	--	-----

B.S. in Cytotechnology

Bachelor of Science Core

Requirements

Skills/Proficiency Requirements

Completion of the skills/proficiency courses listed in the undergraduate bulletin depends solely on placement examination.

The Skills Proficiency Courses are: DSM 01, DSM 09, ENG 13 or 13X, ENG 14 or 14X

DSM	01	Developmental Skills Mathematics 01	0.00
DSM	09	Developmental Skills Mathematics 09	0.00
ENG	13	English Composition	3.00
ENG	14	English Composition	3.00

Bachelor of Science Core Curriculum

Requirements

English Composition Core Requirement - Three credits from the following

ENG	16	English Composition	3.00
ENG	16X	English Composition for Nonnative Speakers	3.00

Core Seminar Requirement

COS	50	Idea Of The Human	3.00
-----	----	-------------------	------

Speech Core Requirement

SPE	3	Oral Communication	3.00
-----	---	--------------------	------

English Literature Core Requirement - Six credits from the following (a student must be in the Honors Program to take HEG 21 and HEG 22)

ENG	61	European Literatures I	3.00
ENG	62	European Literatures II	3.00
ENG	63	American Literatures	3.00
ENG	64	Non-Western Literatures	3.00
HEG	21	Literature of the Human Imagination	3.00
HEG	22	English Literature of the Human Imagination	3.00

Philosophy Core Requirement

PHI	61	Philosophical Explorations I	3.00
PHI	62	Philosophical Explorations II	3.00

History Core Requirement

HIS	1	History of Civilizations to 1500	3.00
HIS	2	History of Civilizations Since 1500	3.00

Social Science Core Requirement - Six credits from the following (a student must be in the Honors Program to take HSS 21 and HSS 22)

ANT	4	Physical Anthropology	3.00
ANT	5	Cultural Anthropology	3.00
ECO	1	Introduction to Economics	3.00
ECO	2	Introduction to Economics	3.00
HSS	21	Civilization and Social Institutions	3.00
HSS	22	Civilization and Social Institutions	3.00
POL	11	Power and Politics	3.00
PSY	3	Introduction to Psychology	3.00
SOC	3	Introduction to Sociology	3.00

Communication, Visual and Performing Arts

Core Requirement - Three credits from the following (a student must be in the Honors Program to take HAR 21 and HAR 22)

ART	61	Introduction to Visual Art	3.00
DNC	61	Dance Through Time	3.00
HAR	21	Art, Music, and Dance in Social Context	3.00
HAR	22	Art, Music, and Dance in Social Context	3.00
MUS	61	Music and Culture	3.00
THE	61	The Theatrical Vision	3.00

Core Science Biology Courses for Biology and Related Majors

BIO	1	General Biology	4.00
BIO	2	General Biology	4.00

Core Chemistry Courses Required of Science Majors

CHM	3	General and Inorganic Chemistry	4.00
CHM	4	General and Inorganic Chemistry	4.00

Core Physics Courses Required of Science Majors

PHY	31	General Physics	4.00
PHY	32	General Physics	4.00

Core Mathematics Requirement For Science Majors

MTH	30	Pre-Calculus Mathematics	4.00
MTH	40	Calculus I	4.00

Orientation Seminar Core Requirement

OS	1	The University: Discovery and Change	1.00
----	---	--------------------------------------	------

Liberal Arts and Science Foreign Language Core Curriculum Requirements

Must complete 6 credits in one of the foreign language disciplines listed below.

Foreign Language Core Spanish

SPA	11	Introductory Spanish I	3.00
SPA	12	Introductory Spanish II	3.00

Foreign Language Core French

FRE	11	Introductory French I	3.00
FRE	12	Introductory French II	3.00

Foreign Language Core Italian

ITL	11	Introductory Italian I	3.00
ITL	12	Introductory Italian II	3.00

Foreign Language Core Honors Spanish - A student must be in the Honors Program to take the following

HLS	21	Honors Spanish	3.00
HLS	22	Honors Spanish	3.00

Foreign Language Core Honors French - A student must be in the Honors Program to take the following

HLF	21	Honors French	3.00
HLF	22	Honors French	3.00

Cytotechnology Bachelor of Science Plan Requirements

Must complete the following.

BIO	1	General Biology	4.00
BIO	2	General Biology	4.00

The following courses must be fulfilled:

BIO	115	Histology	4.00
BIO	126	Genetics	4.00

Student must complete an additional 14 credits of advanced biology courses (numbered >100) not including BIO 101, 131, 132

One year of training in an approved program of cytotechnology.

MT	1	Medical Technology Clinical Training	14.00
MT	2	Medical Technology Clinical Training	14.00

Ancillary Requirements

CHM	3	General and Inorganic Chemistry	4.00
CHM	4	General and Inorganic Chemistry	4.00
MTH	30	Pre-Calculus Mathematics	4.00
MTH	40	Calculus I	4.00
PHY	31	General Physics	4.00
PHY	32	General Physics	4.00

Distribution Requirements

CHM	121	Organic Chemistry	4.00
CHM	122	Organic Chemistry	4.00

Minor in Biology

Students who wish to minor in a Science area are required to successfully complete, with a grade of C or higher, a minimum of 12 credits in courses numbered 100 or above in a Science department or discipline other than their major. Courses taken as a graduation requirement for a major may not be applied to the minor. No more than 6 transfer credits may be applied to the 12 credit total.

Biology Courses

BIO 1 General Biology

First semester of a two semester sequence (BIO 1, BIO 2). A biochemical and molecular approach to the study of concepts of general biology. Topics include the study of cellular and subcellular structure and the function of plant and animal tissues, including bioenergetics, physiology, heredity, and development and evolution of living systems. Two hours of lecture and two two-hour laboratory periods per week. Open only to Science majors and University Honors Students.

Credits: 4

Every Fall and Spring

BIO 2 General Biology

Second semester of a two semester sequence (BIO 1, BIO 2). A biochemical and molecular approach to the study of concepts of general biology. Topics include the study of cellular and subcellular structure and the function of plant and animal tissues, including bioenergetics, physiology, heredity, and development and evolution of living systems. Two hours of lecture and two two-hour laboratory periods per week. Open only to Science Majors and University Honors Students.

The pre-requisite of BIO 1 is required.

Credits: 4

Every Fall and Spring

BIO 3 Life: Its Origin, Maintenance and Future

First semester of a two semester sequence (BIO 3, BIO 4). A presentation of the nature of living systems and the fundamental principles governing their creation in relation to current problems affecting the maintenance of life on earth. Special emphasis is placed on the interaction of biological and cultural evolution and the alternatives to extinction that challenge contemporary human beings. Two hours of lecture and two two-hour laboratory periods per week.

This course is not open to students in the Biology, Cytotechnology, Nuclear Medicine Technology, Medical Technology Plans

Credits: 4

Every Fall, Spring and Summer

BIO 4 Life: Its Origin, Maintenance and Future

Second semester of a two semester sequence (BIO 3, BIO 4). A presentation of the nature of living systems and the fundamental principles governing their creation in relation to current problems affecting the maintenance of life on earth. Special emphasis is placed on the interaction of biological and cultural evolution and the alternatives to extinction that challenge contemporary human beings. Two hours of lecture and two two-hour laboratory periods per week.

This course is not open to students in the Biology, Cytotechnology, Nuclear Medicine Technology, Medical Technology Plans. The pre-requisite of BIO 3 is required.

Credits: 4

Every Fall, Spring and Summer

BIO 15 Evolution and Creationism

This college-level course conceived for STEP students provides a well-constructed foundation not only for understanding the principles of evolution, but also for appreciating how science inquires into nature and the questions surrounding evolution; e.g. How does evolution occur? Is evolution a fact or a theory? and How does evolution explain both the great diversity and unity among living things? Once students have achieved an underpinning in Darwinian and Neo-Darwinian evolution, they will be asked to explore the so-called controversy that even today challenges the way scientist know about the biological world: Does creationism belong in the science curriculum? to examine this question, students will study the ways scientists learn about the natural world and the importance of the scientific method in processing information. As another objective of this course, students will write a scientific paper on one of the syllabus topics after the organization of a scientific paper is fully explained, with its clearly distinct and evident parts, namely, Introduction, Materials and Methods, Results, and Discussion. The purpose of this writing assignment is two-fold. First, to delve into one of the scientific subjects explained in the lecture or during the museum experience. Second, to demonstrate that writing the results of research in an organized format is an important aspect of the scientific process.

Credits: 3

On Occasion

BIO 17 Scientific Methods

This course is exclusively for students that are enrolled in the Science Technology Entry Program, a program funded by the Department of Education. The course will instruct students in the methodologies of science and scientific writing, that is, how research proceeds from inquiry and experimental design through the collection of data and their interpretation to publication. The elements of scientific writing will be studied, and students will write a short scientific review paper. The students will receive a letter grade at the end of the course.

Credits: 3

On Occasion

BIO 22 Biology and Modern Technology

An examination of the fundamental processes that sustain life. Major topics include cell structure and cell function, cell division, how genes work, the structure and function of the major organ systems of the human body, and the action and biochemistry of drugs (such as contraceptives, antibiotics, protease inhibitors, anabolic steroids and psychoactive drugs) on the human body. Two hours of lecture and two laboratory hours per week. Not open to Science majors. Prerequisites: PHY 20, CHE 21.

The pre-requisites of PHY 20 and CHM 21 are required. Course not open to science majors.

Credits: 3

Every Fall, Spring and Summer

BIO 101 Microbiology

An examination of the prevention and control of disease and the basic principles of microbiology, immunology and epidemiology as applied to personal and community health. Two hours of lectures and one two-hour laboratory period per week. Not open to Biology, Medical Technology, Cytotechnology and Nuclear Medicine Technology majors.

Pre-requisite of BIO 2 or BIO 4 is required.

Credits: 3

Every Fall, Spring and Summer

BIO 102 Marine Biology

An examination of the physical attributes of sea water and its organisms, extending from the invertebrates, including corals, to fish and other vertebrates. The major approach is ecological, with the physical and biotic factors of different habitats. Laboratory sessions include dissections. Some field trips are included for observation and sample collections. Two hours of lecture and two two-hour laboratory period per week.

Pre-requisite of BIO 2 or BIO 4 is required.

Credits: 4

Alternate Fall

BIO 103 Comparative Anatomy and Evolution of Vertebrates

A study of the fundamentals of taxonomy, evolution, paleobiology and comparative morphology of the vertebrates. Two hours of lecture and one four-hour laboratory period per week plus museum study.

Pre-requisite of BIO 2 or BIO 4 is required.

Credits: 4

On Occasion

BIO 104 Human Functional Anatomy

A regional approach to the major musculoskeletal, sensory and physiologic systems of the body, emphasizing the anatomical basis of normal human activity such as breathing, seeing, eating, walking, speaking and hearing. Relevant examples of congenital and other abnormalities, as well as commonly sustained injuries, are used to underscore the significance of anatomical relationships. Two three-hour combined lecture laboratory periods per week.

The pre-requisite of BIO 2 or BIO 4 is required, or permission of the Instructor.

Credits: 4

Every Fall

BIO 105 Invertebrate Zoology

A study of the morphology, physiology, evolution and ecological relationships of representatives of selected invertebrate phyla. Two hours of lecture and two two-hour laboratory periods per week.

Pre-requisite of BIO 2 or BIO 4 is required.

Credits: 4

Alternate Fall

BIO 106 Ecology

An examination of the place of humanity in the web of nature-its relationship to the environment and the need for rational coexistence with the earth. The fundamentals of the science, such as population dynamics, the ecosystem and biogeochemical cycles are stressed. Recitation includes field trips, projects, seminars, reports and literature reviews. Two hours of lecture, one hour recitation and one three-hour laboratory period per week.

Pre-requisite of BIO 2 or BIO 4 is required.

Credits: 4

Every Fall

BIO 107 Parasitology

A study of the life cycles and control of animal parasites, with particular reference to those of humanity and domesticated animals. Two lecture hours, two two-hour laboratory periods per week.

Pre-requisite of BIO 2 or BIO 4 is required.

Credits: 4

On Occasion

BIO 108 Molecular Biology of Plants

This course is designed to provide students with knowledge about the principles of plant biology and its applications at the level of genes and molecules.

First of all, students will learn current topics in plant biology: how plants grow, develop, respond to hormones, light, and stress and assimilate carbohydrates. During lectures, we will discuss about the topics: how genes regulate physiological processes, how those genes have been found, and how the expression of those genes is regulated. The scientific papers and experiment data will be discussed as well. Secondly, students will learn about the concept, techniques and applications of plant genomics, bioinformatics and systems biology by experiencing Arabidopsis thaliana research. Students will learn how to use representative Arabidopsis biological information resources, and mutant libraries that are available on-line. Using all these information and knowledge, students will perform small research projects. After taking this course, students will learn current questions of plant molecular biology and up-to-date techniques of plant genomics. By performing research project, students will have opportunity to be trained as future molecular biology researchers or agricultural scientists in academia and industry. Two hours of lecture plus two two-hour laboratory periods per week.

Pre-requisite of BIO 2 or BIO 4 is required.

Pre-requisite of BIO 2 or BIO 4 is required.

Credits: 4

Every Fall

BIO 109 Bacteriology

An introduction to the biology of bacteria, yeast and molds, with consideration of the principles and practices of bacteriological techniques. Host-parasite relationships and the immune response are also studied. Two hours of lecture and two two-hour

laboratory periods per week.

Pre-requisites of BIO 2 or BIO 4, and CHM 4 are required.

Credits: 4

Every Fall

BIO 111 Virology

An exploration of the nature of viruses, viral genetics, structure, infectivity, and transmission. Designed to acquaint students with all aspects of virology, the course examines viral transcription, classification/nomenclature of viruses, the origin/evolution of viruses, and prions. Detailed analysis are conducted in emerging viruses, the role of viruses in cancer progression and vaccine development. Laboratory exercises explore several techniques in virology including the isolation, purification and growth of bacteriophage.

Detection and analysis of viral nucleic acid with PCR, RT-PCR, and gel electrophoresis as diagnostic tools is also incorporated into the laboratory exercises. Readings include selected texts with heavy reliance on the primary literature. Student presentations on anti-viral targeting techniques will augment laboratory material. Two hours of lecture and two two-hour laboratory periods per week plus collateral reading.

The pre-requisite of BIO 2 or 4 is required.

Credits: 4

Every Spring

BIO 112 Immunobiology

A study of cellular and humoral immunology. Topics covered include antigen and antibody structure, the genetic control of antibody formation, cell-cell interactions, hypersensitivity, histocompatibility immunogenetics, transplantation, tumor immunology, autoimmune disorders and immune deficiency disorders. Two hours of lecture and two two-hour laboratory periods.

Pre-requisite of BIO 2 or BIO 4 is required.

Credits: 4

Every Spring

BIO 114 Herpetology

A survey of the origin, evolution, life history, anatomy, and diversity of amphibians and non-avian reptiles and their roles in different world ecosystems. Lectures place the topics in evolutionary and ecological contexts. Laboratory sessions include the study of behavior and examination of specimens, including dissections. Two lecture hours and two 2-hour laboratory periods per week.

Pre-requisite of BIO 2 or BIO 4 is required.

Credits: 4

Alternate Spring

BIO 115 Histology

This course examines the microscopic anatomy of mammalian cells, tissues and organs with emphasis on the correlation between structural adaptations and function. The course includes lectures, class discussions, and laboratory sessions which will

enable students to develop not only a theoretical understanding of the microscopic anatomy, but also to develop practical abilities. The laboratory portion of Bio 115 will give students the opportunity to examine the microscopic structure of stained and mounted sections of mammalian tissues as well as images and web content. The laboratory work will focus on developing observational skills while getting experience in the effective use of the microscope as a scientific tool. Students will be also be expected to grasp the terminology and basic concepts of specialized histotechniques used in the preparation of specimens. The ultimate goal is to provide students with a working knowledge of microscopic anatomy and prepare students for subsequent courses and solve real-life issues.

Pre-requisite of BIO 2 or BIO 4 is required.

Credits: 4

Every Spring

BIO 117 Animal Development

A study of descriptive and experimentally derived information on development from the formation of the germ cells to the establishment of the principal organs of the body. The laboratory entails the study of prepared slides of the frog, chick and pig and living material of the sea urchin, frog and chick.

Two hours of lecture and two two-hour laboratory periods per week plus collateral reading.

Pre-requisite of BIO 2 or BIO 4 is required.

Credits: 4

Every Spring

BIO 118 Biology of Animal Behavior

A study of the evolutionary significance of instinctive and species-typical behavior patterns of representative animal groups. Emphasis is placed on the underlying biological control mechanisms. Two hours of lecture and two hours of recitation per week.

Pre-requisite of BIO 2 or BIO 4 is required.

Credits: 3

On Occasion

BIO 119 Principles of Evolution

The goal of this course is to provide a comprehensive introduction to modern evolutionary biology, an exciting, dynamic and important field of scientific investigation that constitutes the central theme unifying all of biology. The course begins with an introduction to evolutionary thinking followed by the study of the pattern of evolution and the mechanisms that cause evolutionary change. Then it continues with the fundamental concepts of evolutionary genetics, natural selection, and adaptation. Additional topics include molecular evolution and systematics, the origins of biological diversity, paleobiology and macroevolution. The primary emphasis will be on concepts. However, a major goal will be to impart some understanding of the methods used in evolutionary investigations: the kinds of observation and experiments that are used, the facts that are observed and inferred, and the kinds of

reasoning used to develop and test hypotheses.

Students are expected to critically examine and evaluate biological phenomena in light of the evolutionary processes that shaped them.

Laboratory exercises and discussions of relevant literature are used to reinforce the concepts learned during lectures. Two hours of lecture, one hour of recitation and three hours of laboratory per week plus term paper.

Pre-requisite of BIO 2 or BIO 4 is required.

Credits: 4

On Occasion

BIO 120 Field Study in Ecology

Each year the ecology of a different part of the world is studied; for example, Florida, Costa Rica, the American Southwest or the Galapagos.

Emphasis is on the biota of a region and their adaptations and evolution. Local habitats are interpreted in an ecological context along with the role of human influence. Depending on locality, field techniques may include hiking, snorkeling, animal observation and identification, and water/soil analysis. Lectures are interdisciplinary and suitable for all disciplines. Requirements include a field notebook, quizzes and a final report. Three days on campus plus 10 to 12 days at the field site. Travel expenses are incurred.

Pre-requisite of BIO 2 or BIO 4 is required.

Credits: 3

On Occasion

BIO 121 Ornithology

A study of the anatomy, physiology, ecology, behavior and evolution of birds. The major goal is to integrate information from other biology courses to gain a better understanding of biology as a whole. A second goal is to gain an appreciation of the diversity of the natural world through an intense survey of birds. Laboratory topics include anatomical studies of bird anatomy and feather structure and computer sessions examining bird song and bird evolution. Two hours of lecture and one four hour laboratory period or field trip per week. Field trips include visits to the Ornithology Department of the American Museum of Natural History, the Bronx Zoo, the Jamaica Bay Wildlife Refuge, and Floyd Bennet Field (Gateway National Recreation Area).

Pre-requisite of BIO 2 or BIO 4 is required.

Credits: 4

Every Spring

BIO 123 Advanced Field Ecology

An intensive study of one particular locality, the current focus being on an Aegean Island of Greece. Students work alone or in groups to study one environmental aspect in depth, such as reptiles, insects, hydrology, vegetation communities, etc. Two classes on campus precede field activity; class is at study site for two to three weeks. Students maintain a field journal to be submitted with project report. Travel expenses are incurred.

Pre-requisites of BIO 2 or BIO 4, and BIO 106 or

BIO 120 are required.

Credits: 3

On Occasion

BIO 124 Mammalian Anatomy

A study of the functional anatomy and adaptive evolution of mammals designed for the student of biology and for students planning to enter the medical and dental professions. The cat, as a representative mammal, is the subject of a detailed laboratory study. Two hours of lecture and one four-hour laboratory period per week plus museum and zoo studies, collateral reading and reports.

Pre-requisite of BIO 103 is required.

Credits: 4

On Occasion

BIO 125 Physiology

An examination of the mechanisms and dynamics of living matter. Laboratory work consists of experimental exercises in the field of general and animal physiology. Two lecture hours, one four-hour laboratory period per week, collateral reading and reports.

Pre-requisites of BIO 2 or BIO 4, and CHM 4 are required.

Credits: 4

Every Spring

BIO 126 Principles of Genetics

A molecular approach to classical genetics, with the implications of current events in DNA research on human problems. The laboratory, which integrates exercises with *Drosophila*, bacteria and computer simulations, requires weekly reports. Two lecture hours, two two-hour laboratory periods per week.

Pre-requisite of BIO 2 or BIO 4 is required.

Credits: 4

Every Fall

BIO 127 Cell Signaling

This course will consist of a lecture series focusing primarily on the characteristics of signal transduction pathways. It will outline the necessity of cell signaling in prokaryotes, the cellular slime mold, dictyostelium, and metazoan development and homeostasis. The course will end in cell signaling's relevance in the development of novel drugs. In addition, there will be a laboratory session which will focus on experiments in cell signaling. It is designed as a precursor to laboratory research. Students will be exposed to various techniques in protein chemistry. They will then be encouraged to design their own experiments in cell signaling using techniques and equipment seen throughout the course. Two hours of lecture and two two-hour laboratory periods per week.

The pre-requisite of BIO 2 or 4 is required.

Credits: 4

Every Spring

BIO 128 The Basis of Cell Function

An introduction to the structure and function of the eukaryotic cell and its organelles, stressing the underlying similarities among cell types. The

laboratory includes microscopy, cell fractionation, chromatography, electrophoresis, DNA restriction analysis and computer research to study the interdependence of cellular structure and function. Two lecture hours, two two-hour laboratory periods per week.

Pre-requisite of BIO 2 or BIO 4 is required.

Credits: 4

Every Spring

BIO 129 The Biological Basis of Human Variation

Course explores the biological concepts of race and relate them to pressing contemporary issues (e.g., ongoing wars, racial profiling, terrorist activities, hate crimes, genocide, healthcare provision and other medical considerations) within the appropriate scientific and historical contexts. As we all know, racial and ethnic tensions play a critical role in modern life. The course is roughly divided into four sections: (a) the basic Biology of Classification; (b) A Survey and Critique of Academic Texts [and other materials] that purportedly provide scientific evidence of racial differences; (c) An Overview of the Origin, Characteristics, and Distribution of Major Living Human Groups; and (d) Biology and Race in Contemporary Society. Students will complete a class project (working either individually or collaboratively) that explores a particular aspect of the biological concept of race and explains its application to an appropriate topic derived from one of the aforementioned four sections. Three hours of lecture per week.

The pre-requisite of BIO 2 or 4 is required.

Credits: 3

Every Fall

BIO 131 Human Anatomy

A study of the anatomy of the human body. The recitation and laboratory include demonstration and study of human models and dissection of selected mammals. Histologic and embryological studies are combined with a detailed organ system study of the anatomy of man. Two three-hour laboratory periods per week. Not open to Biology, Medical Technology, Cytotechnology and Nuclear Medicine Technology majors.

Pre-requisite of BIO 2 or BIO 4 is required.

Credits: 4

Every Fall, Spring and Summer

BIO 132 Human Physiology

An introduction for health-science students to the physiological principles that govern human function. The physiology of cells, tissue organs and systems is presented in a manner that underscores the physiological basis for health and disease. Three lecture hours per week. Not open to Biology, Medical Technology, Cytotechnology and Nuclear Medicine Technology majors.

The pre-requisites of BIO 131, CHM 4 and CHM 3 or CHM 3X are required.

Credits: 3

Every Fall, Spring and Summer

BIO 136 Biological Techniques

A study of fundamental techniques employed in the biological sciences, including the uses of radioisotopes. One hour of lecture and two three-hour laboratory periods per week.

Pre-requisite of BIO 2 or BIO 4 is required.

Credits: 4

On Occasion

BIO 140 Biology and Gender

This course will investigate the biologic basis for development of sex and gender, as well as the roles that sex and gender play in biologic research.

Current issues in biology and gender are covered, including differences in anatomy and physiology, response to medication, immunity, and brain function. Controversies such as those in prenatal genetic diagnosis, inclusion of both sexes in clinical trials, effects of environmental endocrine disruptors, and male/female differences in the practice of science will be covered. Course requirements include exams, papers, and participation. Three hours of lecture per week.

The pre-requisite of BIO 2 or 4 is required.

Credits: 3

Every Fall

BIO 150 Applications in Biotechnology

This course is designed to teach undergraduate students how to read and comprehend the primary scientific literature. Students will read current scientific paper, dealing primarily with techniques/technology and then discuss the methodology, data presented, the validity of the results, and alternate conclusions to the data presented. The methodology employed in the paper will then be related to industrial, medical and/or research based applications. Three hours of lecture per week.

The pre-requisite of BIO 2 or 4 is required.

Credits: 3

Every Spring

BIO 152 Foundations of Biochemistry

A study of the chemical structure and metabolism of carbohydrates, lipids, proteins and nucleic acids. Quantitative aspects of enzyme function and bioenergetics are also covered. This course provides the necessary background for Biology majors and preprofessional students. Three lecture hours per week.

Pre-requisite of CHM 122 is required.

Credits: 3

On Occasion

BIO 160 Molecular Biology

An introduction to molecular biology laboratory techniques. The laboratory emphasizes the techniques and applications of recombinant DNA technology; laboratories include molecular cloning, blotting, DNA sequencing and PCR, genomic and plasmid DNA isolation, and purification and labeling of DNA fragments. Two two-hour

laboratory periods per week. Prerequisites: BIO 126, CHE 4. BIO 161 recommended.

Credits: 2

Every Spring

BIO 161 Introductory Molecular Biology

A study of advanced molecular genetics emphasizing gene structure and regulation in both prokaryotes and eukaryotes. Detailed biochemistry of DNA structure and replication, RNA transcription and processing, protein synthesis, and the mechanisms that regulate gene expression are reviewed. Three lecture hours per week.

Pre-requisites of BIO 2 or 4, and BIO/BIC 160 are required.

Co-requisite of CHM 4 is required.

Credits: 3

Every Spring

BIO 193 Honors Research

Honors Research is designed to give students in the Molecular Biology program an opportunity to do research under the guidance of the faculty. To be eligible, students must have senior status. Open to science majors who have completed BIO 160 and have the permission of the instructor. Ten hours of laboratory per week.

The pre-requisite of BIO 160 is required.

Credits: 5

Every Fall

BIO 194 Honors Research

Honors Research is designed to give students in the Molecular Biology program an opportunity to do research under the guidance of the faculty. To be eligible, students must have senior status. This course is also open to science majors who have completed BIO 160 and have the permission of the instructor. Twelve hours of laboratory per week.

The pre-requisite of BIO 160 is required.

Credits: 6

Every Spring

BIO 195 Honors Study

Honors Study is designed to give outstanding students an opportunity to do independent work in their major under the guidance of a member of the faculty. There are no regular class meetings. To be eligible, students must have upper-junior or senior status, a cumulative quality-point ratio of 3.00 and a 3.25 ratio in their major subject, and the permission of the Chair of the Department and the Dean. A total of six credits of Honors Study is the maximum allowed.

Credits: 3

Every Fall

BIO 196 Honors Study

Honors Study is designed to give outstanding students an opportunity to do independent work in their major under the guidance of a member of the faculty. There are no regular class meetings. To be eligible, students must have upper-junior or senior status, a cumulative quality-point ratio of 3.00 and a 3.25 ratio in their major subject, and the

permission of the Chair of the Department and the Dean. A total of six credits of Honors Study is the maximum allowed.

Credits: 3

Every Spring

BIO 197 Independent Study

Prerequisite: Student must have had at least one upper level course in the area of interest as well as permission of the Chair of the Department and the Dean.

Credits: 1 to 4

Every Fall

BIO 198 Independent Study

Prerequisite: Student must have had at least one upper level course in the area of interest as well as permission of the Chair of the Department and the Dean.

Credits: 1 to 4

Every Spring

BIO 199 Biology Internship

During their senior year, Biology majors can undertake one internship within the area of biology/clinical research. Consultation with the Chairperson and approval of the Department is required.

A minimum of 64 credits must be completed prior to registering for this course and Departmental approval.

Credits: 1 to 3

On Demand

Medical Technology Courses

MT 1 Medical Technology Clinical Training

Medical Technology 1 offered every Fall
Medical Technology 2 offered every Spring
All Medical Technology students must register for Medical Technology 1 in the fall and Medical Technology 2 in the spring during the semesters in which they are being trained off campus at a clinical training facility. Such training normally is taken after the completion of 100 credits of course work at the Brooklyn Campus of the University. Pass/Fail only.

Credits: 14

Every Fall

MT 2 Medical Technology Clinical Training

Medical Technology 1 offered every Fall
Medical Technology 2 offered every Spring
All Medical Technology students must register for Medical Technology 1 in the fall and Medical Technology 2 in the spring during the semesters in which they are being trained off campus at a clinical training facility. Such training normally is taken after the completion of 100 credits of course work at the Brooklyn Campus of the University. Pass/Fail only.

Credits: 14

Every Spring

Department of Chemistry and Biochemistry

Senior Professor: Zavitsas

Professors: Bensalem, Chung, Danziger,

Lawrence, Siegel, Shedrinsky, Watson

Professors Emeriti: Ferraro, Hirschberg, Huang,

Loscalzo, Reidlinger, Rogers, Chawla

Associate Professors: Bhattacharjee, Donahue,

Luján-Upton, Matsunaga, Schnatter, Vasanthan

(Chair)

Assistant Professors: Gough

Adjunct Faculty: 10

Chemistry

The 128-credit B.S in Chemistry has been designed to provide a balanced education for those students who plan to pursue professional careers in chemistry or in allied areas either immediately after attainment of degree, or after further graduate training. Students completing the curriculum recommended by the American Chemical Society may have their degrees certified by that organization. Students preparing to teach in the field of chemistry on the secondary level should consult the Teaching and Learning section of the School of Education Web site for additional requirements.

Chemistry majors are encouraged to develop specific career objectives while pursuing undergraduate studies. Departmental advisers will assist students in exploring career possibilities and in devising a personalized plan of study that will best prepare them for their career goals.

Developments and discoveries in the fields of chemistry have had an enormous impact on our society. Majoring in chemistry prepares one for a number of challenging and rewarding career opportunities in areas such as: the pharmaceutical industry, medicine, agriculture, manufacturing, forensic science, environmental science, metallurgy, plastics, engineering, electronics and biotechnology.

Biochemistry

The undergraduate program leading to the degree of Bachelor of Science in Biochemistry connects the ever-growing important interface between biology and chemistry. Training emphasizing advanced experimental and theoretical principles is provided in both the biological and chemical sciences, as a foundation for a variety of career paths, including further training in biology, chemistry or biochemistry; molecular biology; and medical or dental school. Students successfully completing the biochemistry curriculum may have their degrees certified by the American Chemical Society. Biochemistry majors are urged to consult with advisers from both the Biology Department and the Chemistry and Biochemistry Department to formulate appropriate programs of study and to explore the numerous career paths available.

B.S. in Biochemistry

Bachelor of Science Core

Requirements

Skills/Proficiency Requirements

Completion of the skills/proficiency courses listed in the undergraduate bulletin depends solely on placement examination.

The Skills Proficiency Courses are:

DSM 01, DSM 09, ENG 13 or 13X, ENG 14 or 14X

DSM	01	Developmental Skills Mathematics 01	0.00
-----	----	-------------------------------------	------

DSM	09	Developmental Skills Mathematics 09	0.00
-----	----	-------------------------------------	------

ENG	13	English Composition	3.00
-----	----	---------------------	------

ENG	14	English Composition	3.00
-----	----	---------------------	------

Bachelor of Science Core Curriculum

Requirements

English Composition Core Requirement - One course from the following

ENG	16	English Composition	3.00
-----	----	---------------------	------

ENG	16X	English Composition for Nonnative Speakers	3.00
-----	-----	--	------

Core Seminar Requirement

COS	50	Idea Of The Human	3.00
-----	----	-------------------	------

Speech Core Requirement

SPE	3	Oral Communication	3.00
-----	---	--------------------	------

English Literature Core Requirement - Six credits from the following (a student must be in the Honors Program to take HEG 21 or HEG 22)

ENG	61	European Literatures I	3.00
-----	----	------------------------	------

ENG	62	European Literatures II	3.00
-----	----	-------------------------	------

ENG	63	American Literatures	3.00
-----	----	----------------------	------

ENG	64	Non-Western Literatures	3.00
-----	----	-------------------------	------

HEG	21	Literature of the Human Imagination	3.00
-----	----	-------------------------------------	------

HEG	22	English Literature of the Human Imagination	3.00
-----	----	---	------

Philosophy Core Requirement

PHI	61	Philosophical Explorations I	3.00
-----	----	------------------------------	------

PHI	62	Philosophical Explorations II	3.00
-----	----	-------------------------------	------

History Core Requirement

HIS	1	History of Civilizations to 1500	3.00
-----	---	----------------------------------	------

HIS	2	History of Civilizations Since 1500	3.00
-----	---	-------------------------------------	------

Social Science Core Requirement - Six credits from the following (a student must be in the

Honors Program to take HSS 21 or HSS 22)

ANT	4	Physical Anthropology	3.00
-----	---	-----------------------	------

ANT	5	Cultural Anthropology	3.00
-----	---	-----------------------	------

ECO	1	Introduction to Economics	3.00
-----	---	---------------------------	------

ECO	2	Introduction to Economics	3.00
-----	---	---------------------------	------

HSS	21	Civilization and Social Institutions	3.00
-----	----	--------------------------------------	------

HSS	22	Civilization and Social Institutions	3.00
-----	----	--------------------------------------	------

POL	11	Power and Politics	3.00
-----	----	--------------------	------

PSY	3	Introduction to Psychology	3.00
-----	---	----------------------------	------

SOC	3	Introduction to Sociology	3.00
-----	---	---------------------------	------

Communication, Visual and Performing Arts

Core Requirement - Three credits from the following (a student must be in the Honors Program to take HAR 21 or HAR 22)

ART	61	Introduction to Visual Art	3.00
-----	----	----------------------------	------

DNC	61	Dance Through Time	3.00
-----	----	--------------------	------

HAR	21	Art, Music, and Dance in Social Context	3.00
-----	----	---	------

HAR	22	Art, Music, and Dance in Social Context	3.00
-----	----	---	------

MUS	61	Music and Culture	3.00
-----	----	-------------------	------

THE	61	The Theatrical Vision	3.00
-----	----	-----------------------	------

Core Science Biology Courses for

Biology; Biochemistry; and Related Majors

BIO	1	General Biology	4.00
-----	---	-----------------	------

BIO	2	General Biology	4.00
-----	---	-----------------	------

Core Chemistry Courses Required of Science Majors

CHM	3	General and Inorganic Chemistry	4.00
-----	---	---------------------------------	------

CHM	4	General and Inorganic Chemistry	4.00
-----	---	---------------------------------	------

Core Physics Courses Required of Science

Majors

PHY	31	General Physics	4.00
-----	----	-----------------	------

PHY	32	General Physics	4.00
-----	----	-----------------	------

Mathematics Core Requirement For Science Majors

MTH	30	Pre-Calculus Mathematics	4.00
-----	----	--------------------------	------

MTH	40	Calculus I	4.00
-----	----	------------	------

Orientation Seminar Core Requirement

OS	1	The University: Discovery and Change	1.00
----	---	--------------------------------------	------

Foreign Language Core Curriculum Requirements

Must complete 6 credits in one of the foreign language disciplines listed below.
Foreign Language Core Spanish

SPA	11	Introductory Spanish I	3.00
SPA	12	Introductory Spanish II	3.00

Foreign Language Core French

FRE	11	Introductory French I	3.00
FRE	12	Introductory French II	3.00

Foreign Language Core Italian

ITL	11	Introductory Italian I	3.00
ITL	12	Introductory Italian II	3.00

Foreign Language Core Honors Spanish (A student must be in the Honors Program to take the following)

HLS	21	Honors Spanish	3.00
HLS	22	Honors Spanish	3.00

Foreign Language Core Honors French (A student must be in the Honors Program to take the following)

HLF	21	Honors French	3.00
HLF	22	Honors French	3.00

Biochemistry Bachelor of Science Major Requirements

Biochemistry BS Major Requirements

The following courses are required:

BIC	128	The Basis of Cell Function	4.00
BIC	153	Biochemistry	4.00
BIC	154	Biochemistry	4.00
BIC	160	Molecular Biology	2.00
BIC	161	Introductory Molecular Biology	3.00
BIC	186	Senior Research	3.00
BIO	128	The Basis of Cell Function	4.00
BIO	160	Molecular Biology	2.00
BIO	161	Introductory Molecular Biology	3.00
CHM	153	Biochemistry	4.00
CHM	154	Biochemistry	4.00

To fulfill this requirement choose two (2) out of the following:

BIC	125	Physiology	4.00
BIC	126	Principles of Genetics	4.00
BIC	187	Senior Research	3.00
BIO	125	Physiology	4.00
BIO	126	Principles of Genetics	4.00

Biochemistry BS Ancillary Requirements

The following courses are required:

CHM	113	Quantitative Analysis	4.00
CHM	121	Organic Chemistry	4.00
CHM	122	Organic Chemistry	4.00
CHM	135	Physical Chemistry I	4.00
MTH	101	Calculus II	4.00

B.S. in Chemistry

Bachelor of Science Core Requirements

Skills/Proficiency Requirements

Completion of the skills/proficiency courses listed in the undergraduate bulletin depends solely on placement examination.

The Skills Proficiency Courses are:

DSM 01, DSM 09, ENG 13 or 13X, ENG 14 or 14X

DSM	01	Developmental Skills Mathematics 01	0.00
DSM	09	Developmental Skills Mathematics 09	0.00
ENG	13	English Composition	3.00
ENG	14	English Composition	3.00

Bachelor of Science Core Curriculum Requirements

English Composition Core Requirement - Three credits from the following

ENG	16	English Composition	3.00
ENG	16X	English Composition for Nonnative Speakers	3.00

Core Seminar Requirement

COS	50	Idea Of The Human	3.00
-----	----	-------------------	------

Speech Core Requirement

SPE	3	Oral Communication	3.00
-----	---	--------------------	------

English Literature Core Requirement - Six credits from the following (a student must be in the Honors Program to take HEG 21 and HEG 22)

ENG	61	European Literatures I	3.00
ENG	62	European Literatures II	3.00
ENG	63	American Literatures	3.00
ENG	64	Non-Western Literatures	3.00
HEG	21	Literature of the Human Imagination	3.00
HEG	22	English Literature of the Human Imagination	3.00

Philosophy Core Requirement

PHI	61	Philosophical Explorations I	3.00
-----	----	------------------------------	------

PHI	62	Philosophical Explorations II	3.00
-----	----	-------------------------------	------

History Core Requirement

HIS	1	History of Civilizations to 1500	3.00
-----	---	----------------------------------	------

HIS	2	History of Civilizations Since 1500	3.00
-----	---	-------------------------------------	------

Social Science Core Requirement - Six credits from the following (a student must be part of the Honors Program to take HSS 21 and HSS 22)

ANT	4	Physical Anthropology	3.00
-----	---	-----------------------	------

ANT	5	Cultural Anthropology	3.00
-----	---	-----------------------	------

ECO	1	Introduction to Economics	3.00
-----	---	---------------------------	------

ECO	2	Introduction to Economics	3.00
-----	---	---------------------------	------

HSS	21	Civilization and Social Institutions	3.00
-----	----	--------------------------------------	------

HSS	22	Civilization and Social Institutions	3.00
-----	----	--------------------------------------	------

POL	11	Power and Politics	3.00
-----	----	--------------------	------

PSY	3	Introduction to Psychology	3.00
-----	---	----------------------------	------

SOC	3	Introduction to Sociology	3.00
-----	---	---------------------------	------

Communication, Visual and Performing Arts Core Requirement - Three credits from the following (a student must be in the Honors Program to take HAR 21 and HAR 22)

ART	61	Introduction to Visual Art	3.00
-----	----	----------------------------	------

DNC	61	Dance Through Time	3.00
-----	----	--------------------	------

HAR	21	Art, Music, and Dance in Social Context	3.00
-----	----	---	------

HAR	22	Art, Music, and Dance in Social Context	3.00
-----	----	---	------

MUS	61	Music and Culture	3.00
-----	----	-------------------	------

THE	61	The Theatrical Vision	3.00
-----	----	-----------------------	------

Biology Core Courses Required of Chemistry Majors

BIO	3	Life: Its Origin, Maintenance and Future	4.00
-----	---	--	------

BIO	4	Life: Its Origin, Maintenance and Future	4.00
-----	---	--	------

Core Chemistry Courses Required of Science Majors

CHM	3	General and Inorganic Chemistry	4.00
-----	---	---------------------------------	------

CHM	4	General and Inorganic Chemistry	4.00
-----	---	---------------------------------	------

Core Physics Courses Required of Science Majors

PHY	31	General Physics	4.00
-----	----	-----------------	------

PHY 32 General Physics 4.00

Mathematics Core Requirement For Science Majors

MTH 30 Pre-Calculus Mathematics 4.00

MTH 40 Calculus I 4.00

Orientation Seminar Core Requirement

OS 1 The University: Discovery and Change 1.00

Foreign Language Core Curriculum Requirements

Must complete 6 credits in one of the foreign language disciplines listed below.

Foreign Language Core Spanish

SPA 11 Introductory Spanish I 3.00

SPA 12 Introductory Spanish II 3.00

Foreign Language Core French

FRE 11 Introductory French I 3.00

FRE 12 Introductory French II 3.00

Foreign Language Core Italian

ITL 11 Introductory Italian I 3.00

ITL 12 Introductory Italian II 3.00

Foreign Language Core Honors Spanish (A student must be in the Honors Program to take the following)

HLS 21 Honors Spanish 3.00

HLS 22 Honors Spanish 3.00

Foreign Language Core Honors French (A student must be in the Honors Program to take the following)

HLF 21 Honors French 3.00

HLF 22 Honors French 3.00

Chemistry Bachelor of Science Major Requirements

Major Grade Point Average

2.00 Major GPA Required.

Chemistry BS Major Requirement

The following courses must be fulfilled:

BIC 153 Biochemistry 4.00

BIC 154 Biochemistry 4.00

CHM 113 Quantitative Analysis 4.00

CHM 121 Organic Chemistry 4.00

CHM 122 Organic Chemistry 4.00

CHM 135 Physical Chemistry I 4.00

CHM 136 Physical Chemistry II 4.00

Chemistry BS Ancillary Requirement

The following courses must be fulfilled:

BIO 3 Life: Its Origin, Maintenance and Future 4.00

BIO 4 Life: Its Origin, Maintenance and Future 4.00

PHY 31 General Physics 4.00

PHY 32 General Physics 4.00

Chemistry BS Distribution Requirement

The following courses must be fulfilled:

MTH 101 Calculus II 4.00

Minor in Chemistry

Students who wish to minor in a Science area are required to successfully complete, with a grade of C or higher, a minimum of 12 credits in courses numbered 100 or above in a Science department or discipline other than their major. Courses taken as a graduation requirement for a major may not be applied to the minor. No more than 6 transfer credits may be applied to the 12 credit total.

Biochemistry Courses

BIC 125 Physiology

An examination of the mechanisms and dynamics of living matter. Laboratory work consists of experimental exercises in the field of general and animal physiology. Two lecture hours, one four-hour laboratory period per week, collateral reading and reports.

Pre-requisites of BIO 2 or BIO 4, and CHM 4 are required.

Credits: 4

Every Spring

BIC 126 Principles of Genetics

A molecular approach to classical genetics, with the implications of current events in DNA research on human problems. The laboratory, which integrates exercises with Drosophila, bacteria and computer simulations, requires weekly reports. Two lecture hours, two two-hour laboratory periods per week.

Pre-requisite of BIO 2 or BIO 4 is required.

Credits: 4

Every Fall

BIC 128 The Basis of Cell Function

An introduction to the structure and function of the eukaryotic cell and its organelles, stressing the underlying similarities among cell types. The laboratory includes microscopy, cell fractionation, chromatography, electrophoresis, DNA restriction analysis and computer research to study the interdependence of cellular structure and function. Two lecture hours, two two-hour laboratory periods per week.

Pre-requisite of BIO 2 or BIO 4 is required.

Credits: 4

Every Spring

BIC 153 Biochemistry I

An in-depth study of modern biochemistry, including structure and function of proteins, enzyme kinetics and mechanisms, storage,

transmission and expression of genetic information and recombinant DNA technology. The laboratory emphasizes biochemical instrumentation. Three lecture hours, one three-hour laboratory.

Pre-requisites of CHM 122, CHM 135 and CHM 136 are required.

Credits: 4

Every Fall

BIC 154 Biochemistry II

An inquiry into the chemistry of biologically important compounds, including vitamins, lipids and carbohydrates, study of the structure and function of cell membranes and the design and regulation of metabolic pathways. The laboratory emphasizes biochemical instrumentation. Three lecture hours, collateral readings and reports and one three-hour laboratory.

The pre-requisite of BIC 153 is required.

Credits: 4

Every Spring

BIC 160 Molecular Biology

An introduction to molecular biology laboratory techniques. The laboratory emphasizes the techniques and applications of recombinant DNA technology; laboratories include molecular cloning, blotting, DNA sequencing and PCR, genomic and plasmid DNA isolation, and purification and labeling of DNA fragments. Two two-hour laboratory periods per week. Prerequisites: BIO 126, CHE 4. BIO 161 recommended.

Credits: 2

Every Spring

BIC 161 Introductory Molecular Biology

A study of advanced molecular genetics emphasizing gene structure and regulation in both prokaryotes and eukaryotes. Detailed biochemistry of DNA structure and replication, RNA transcription and processing, protein synthesis, and the mechanisms that regulate gene expression are reviewed. Three lecture hours per week.

Pre-requisites of BIO 2 or 4, and BIO/BIC 160 are required.

Co-requisite of CHM 4 is required.

Credits: 3

Every Spring

BIC 186 Senior Research

Laboratory and library research on a special problem, written report required. Pass/Fail only. Open only to qualified students with the permission of the Department Chair and the faculty research adviser.

Credits: 3

Every Semester

BIC 187 Senior Research

Laboratory and library research on a special problem, written report required. Pass/Fail only. Open only to qualified students with the permission of the Department Chair and the faculty research adviser.

Credits: 3

Every Semester

BIC 195 Honors Study

Honors study is designed to give outstanding students an opportunity to do independent work in their major under the guidance of a member of the faculty. There are no regular class meetings. To be eligible, students must have upper-junior or senior status, a cumulative quality-point ratio of 3.00 and a 3.25 ratio in their major subject, and the permission of the Department Chair and the Dean. A total of six credits of Honors Study is the maximum allowed. Not open to students who have successfully completed Biochemistry 186, 187.

Credits: 3

Every Semester

BIC 196 Honors Study

Honors study is designed to give outstanding students an opportunity to do independent work in their major under the guidance of a member of the faculty. There are no regular class meetings. To be eligible, students must have upper-junior or senior status, a cumulative quality-point ratio of 3.00 and a 3.25 ratio in their major subject, and the permission of the Department Chair and the Dean. A total of six credits of Honors Study is the maximum allowed. Not open to students who have successfully completed Biochemistry 186, 187.

Credits: 3

Every Semester

Chemistry Courses

CHM 3 General and Inorganic Chemistry

A modern course in general chemistry, stressing the fundamental principles of atomic and molecular structure, stoichiometry, states of matter, and thermodynamics. Laboratory experiments supplement the lecture material. Two lecture hours, one recitation period and a three-hour laboratory period. For Science majors.

The co-requisite or pre-requisite of Math 30 is required.

Credits: 4

Every Semester

CHM 3X General Chemistry

An examination of the fundamental theories of chemistry, with a general application to everyday living. Two lecture hours, one recitation period, three laboratory periods. Not open to Division II majors.

Credits: 4

Every Semester

CHM 4 General and Inorganic Chemistry

A modern course in general chemistry, stressing the fundamental principles chemical equilibria, rates of reactions, nuclear chemistry, coordination compounds, thermodynamics and electrochemistry. This course also emphasizes descriptive inorganic chemistry, the theory and practice of semi-micro qualitative analysis and an introduction to organic

chemistry. Laboratory experiments supplement the lecture material. Two lecture hours, one recitation period and a three-hour laboratory period. For Science majors.

Pre-requisite of CHM 3 is required.

Credits: 4

Every Semester

CHM 4X Introduction to Organic and Biochemistry

A review of the general application of organic chemistry and biochemistry to everyday living. Fulfills science requirements for non-science majors. Two lecture hours, one recitation period, three laboratory periods. Not open to Division II majors.

Pre-requisite of CHM 3X is required.

Credits: 4

Every Semester

CHM 21 Chemistry and Modern Technology

An introduction to fundamental chemical principles, such as classification of compounds and chemical reactions, which are applied to topics in human biology such as metabolism and digestion. The role of chemistry in society is also addressed through the study of chemical processes in industry and the environment. This course is not open to Science Majors.

Pre-requisite of PHY 20 is required. Course not open to science majors.

Credits: 3

Every Semester

CHM 113 Quantitative Analysis

A survey of the theories and techniques of traditional volumetric and gravimetric analysis, plus treatment of instrumental techniques, i.e., spectrophotometry and chromatography. Designed for Chemistry, Biochemistry and Biology majors who may continue their studies either in graduate programs or in professional schools. Two lecture hours, one recitation period, one three-hour laboratory period.

Pre-requisite of CHM 4 is required.

Credits: 4

Every Fall

CHM 121 Organic Chemistry

The purpose of this introductory course is to expose students to the foundations of chemical reactivity and reaction mechanisms. The students will review chemical bonding, study functional groups, and also naming organic compounds. This will be followed by the study of alcohols, alkyl halides and alkenes. Introduction to substitution and elimination reactions, radical reactions and additions to alkenes. Two lecture hours, one quiz period and a three-hour laboratory period.

Pre-requisite of CHM 4 is required.

Credits: 4

Every Semester

CHM 122 Organic Chemistry

Overview of the main spectroscopic methods used

in the identification of organic compounds with a particular emphasis on the study of nuclear magnetic resonance and infrared spectroscopy. Introduction to organometallic chemistry. Alcohol functional groups, synthesis of alcohols by means of reduction reactions and reactivity of alcohols in oxidation reactions. Synthesis and reactivity of the carbonyl group. Reactivity of enols and enolates, study of the reactions of carboxylic acids and their derivatives, the acid chlorides, anhydrides, esters, amides and nitriles. Study of amines, aryl halides and phenols. Two lecture hours, one quiz period and a three-hour laboratory period.

The pre-requisites of CHM 4 and CHM 121 are required.

Credits: 4

Every Semester

CHM 124 Advanced Organic Chemistry

An introduction to theoretical organic chemistry, with emphasis on mechanistic concepts, molecular orbital and valence bond approaches to chemical bonding, and the chemical literature. The laboratory emphasizes preparative work on a macroscale, including hydrogenations, stirred reactions, vacuum distillation, spectroscopy and chromatography. Two lecture hours, one four-hour laboratory period.

Pre-requisites of CHM 122 and CHM 135 are required.

Credits: 4

On Occasion

CHM 135 Physical Chemistry I

A study of thermodynamics, solution equilibria, chemical kinetics, and electrochemistry and their application to biological systems. Three lecture hours, one three-hour laboratory. Open only to Chemistry and Biochemistry, majors and to qualified students in other majors with the permission of the Department Chair. Prerequisites or corequisites: CHM 122, PHY 32, MTH 40.

Pre-requisites of CHM 113, CHM 122, PHY 20 and MTH 40 are required.

Credits: 4

Every Fall

CHM 136 Physical Chemistry II

A study of the physical changes of states, statistical thermodynamics, elementary quantum mechanics, atomic and molecular structure, spectroscopy, and the solid state. Three lecture hours, one three-hour laboratory. Open only to Chemistry and Biochemistry, majors and to qualified students in other majors with the permission of the Department Chair. Prerequisites: CHM 135, MTH 101.

Pre-requisites of CHM 135 and MTH 101 are required.

Credits: 4

Every Spring

CHM 153 Biochemistry I

An in-depth study of modern biochemistry, including structure and function of proteins,

enzyme kinetics and mechanisms, storage, transmission and expression of genetic information and recombinant DNA technology. The laboratory emphasizes biochemical instrumentation. Three lecture hours, one three-hour laboratory.

Pre-requisites of CHM 122, CHM 135 and CHM 136 are required.

Credits: 4

Every Fall

CHM 154 Biochemistry II

An inquiry into the chemistry of biologically important compounds, including vitamins, lipids and carbohydrates, study of the structure and function of cell membranes and the design and regulation of metabolic pathways. The laboratory emphasizes biochemical instrumentation. Three lecture hours, collateral readings and reports and one three-hour laboratory.

The pre-requisite of BIC 153 is required.

Credits: 4

Every Spring

CHM 186 Senior Research

Laboratory and library research on a special problem; written report required. Pass/Fail only. Open only to qualified students with the permission of the Department Chair and the Faculty Research Adviser. Prerequisite: CHM 136. Offered every semester.

Credits: 3

Every Semester

CHM 187 Senior Research

Laboratory and library research on a special problem; written report required. Pass/Fail only. Open only to qualified students with the permission of the Department Chair and the Faculty Research Adviser. Prerequisite: CHM 136. Offered every semester.

Credits: 3

Every Semester

CHM 195 Honors Study

Honors Study is designed to give outstanding students an opportunity to do independent work in their major under the guidance of a member of the faculty. There are no regular class meetings. To be eligible, students must have upper-junior or senior status, a cumulative quality-point ratio of 3.00 and a 3.25 ratio in their major subject, and the permission of the Department Chair and the Dean. A total of six credits of Honors Study is the maximum allowed. (Not open to students who have successfully completed CHM 186, 187.)

Pre-requisite of CHM 136 is required.

Credits: 3

Every Semester

CHM 196 Honors Study

Honors Study is designed to give outstanding students an opportunity to do independent work in their major under the guidance of a member of the faculty. There are no regular class meetings. To be eligible, students must have upper-junior or senior

status, a cumulative quality-point ratio of 3.00 and a 3.25 ratio in their major subject, and the permission of the Department Chair and the Dean. A total of six credits of Honors Study is the maximum allowed. (Not open to students who have successfully completed CHM 186, 187.)

Pre-requisite of CHM 136 is required.

Credits: 3

Every Semester

Department of Mathematics

Professors: Myers, Park, Zuckerberg
 Professors Emeriti: Posmentier, Stanley, Zuckerman

Associate Professors: Allan (Chair), Bednarchak, Knight, Mokhtari-Sharghi, Su

Associate Professors: Emeriti Farber, Tucker

Assistant Professor: Zablou

Adjunct Faculty: 21

The Mathematics Department offers the B.S in Mathematics, which exposes our students to the study of spatial relationships, universal patterns and abstract structures. The first three years of study follows a core curriculum, which provides the students with a broad foundation of knowledge and equips them with the analytical skills essential for the pursuit of further studies in mathematics at the graduate level. Given the all-pervasive nature of mathematics and its unusual effectiveness as the formal language of science, we support the services of programs not only in chemistry, biology, pharmaceutical research and computer science, but also in the liberal arts disciplines of economics, finance, sociology and psychology.

Our students have the option of majoring in mathematics together with minors in computer science, economics and actuarial science; and in the recent past, some have even majored in mathematics while executing a minor in chemistry.

Mathematics majors are encouraged to develop specific career objectives while pursuing undergraduate studies. Departmental advisers will assist students in exploring career possibilities and in devising a personalized plan of study that will best prepare them to meet and exceed their career goals.

An undergraduate major in mathematics followed by graduate work in the same or related areas prepares students for careers in many fields. A partial listing of these fields includes business, banking, technical analysis of markets, mathematical modeling, statistical research, insurance, high technology, teaching at all levels from high school to college and theoretical research in new mathematics. Mathematics majors who elect to minor in computer science will be well prepared for employment in computer hardware and software system design and data processing.

Actuarial Science

The Mathematics Department also offers a program leading to the Bachelor of Science in Mathematics with a concentration in Actuarial Science. Students wishing admission to this program must have completed Mathematics 30 with at least a grade of B. At the discretion of the Department Chair or program coordinator, students who have received a C or C+ in Mathematics 30 may be conditionally admitted to the program, but they must receive at least a grade of B in Mathematics 40. Retention in the program requires at least a B in all Mathematics courses

and an overall average of at least a B in the remaining suggested courses.

The following, in addition to all requirements for the Mathematics major, are recommended:

1. Mathematics 136, 141 and 142
2. Computer Science 101, 112, 117 and 118 (knowledge of programming in C/C+ is essential)
3. Economics 1, 2, 101 and 102
4. Accounting 101
5. Marketing 101 Introduction to operations research and mathematical theory of interest are also recommended.

Minor in Computer Science or in Economics

The following are recommended for Mathematics majors who wish to minor in Computer Science or Economics:
 Computer Science – Computer Science 101, 117, 118, 128, and 130;
 Mathematics 136, 141, 142
 Economics – Mathematics 141 and 142 and at least 12 credits from Economics 101, 102, 117, 118, 125 and 132

For Mathematics majors who wish to minor in secondary education, see the School of Education section.

B.S. in Mathematics

Bachelor of Science Core

Requirements

Skills/Proficiency Requirements

Completion of the skills/proficiency courses listed in the undergraduate bulletin depends solely on placement examination.

The Skills Proficiency Courses are:

DSM 01, DSM 09, ENG 13 or 13X, ENG 14 or 14X

DSM	01	Developmental Skills Mathematics 01	0.00
DSM	09	Developmental Skills Mathematics 09	0.00
ENG	13	English Composition	3.00
ENG	14	English Composition	3.00

Bachelor of Science Core Curriculum Requirements

English Composition Core Requirement - Three credits from the following

ENG	16	English Composition	3.00
ENG	16X	English Composition for Nonnative Speakers	3.00

Core Seminar Requirement

COS	50	Idea Of The Human	3.00
-----	----	-------------------	------

Speech Core Requirement

SPE	3	Oral Communication	3.00
-----	---	--------------------	------

English Literature Core Requirement - Six credits from the following (a student must be in the Honors Program to take HEG 21 and HEG 22)

ENG	61	European Literatures I	3.00
ENG	62	European Literatures II	3.00
ENG	63	American Literatures	3.00
ENG	64	Non-Western Literatures	3.00
HEG	21	Literature of the Human Imagination	3.00
HEG	22	English Literature of the Human Imagination	3.00

Philosophy Core Requirement

PHI	61	Philosophical Explorations I	3.00
PHI	62	Philosophical Explorations II	3.00

History Core Requirement

HIS	1	History of Civilizations to 1500	3.00
HIS	2	History of Civilizations Since 1500	3.00

Social Science Core Requirement - Six credits from the following (a student must be in the Honors Program to take HSS 21 and HSS 22)

ANT	4	Physical Anthropology	3.00
ANT	5	Cultural Anthropology	3.00
ECO	1	Introduction to Economics	3.00
ECO	2	Introduction to Economics	3.00
HSS	21	Civilization and Social Institutions	3.00
HSS	22	Civilization and Social Institutions	3.00
POL	11	Power and Politics	3.00
PSY	3	Introduction to Psychology	3.00
SOC	3	Introduction to Sociology	3.00

Communication, Visual and Performing Arts Core Requirement - Three credits from the following (a student must be in the Honors Program to take HAR 21 or HAR 22)

ART	61	Introduction to Visual Art	3.00
DNC	61	Dance Through Time	3.00
HAR	21	Art, Music, and Dance in Social Context	3.00
HAR	22	Art, Music, and Dance in Social Context	3.00
MUS	61	Music and Culture	3.00

THE 61 The Theatrical Vision 3.00

Science Core Requirement

BIO 22 Biology and Modern Technology 3.00

CHM 21 Chemistry and Modern Technology 3.00

PHY 20 The Physical Universe 4.00

Mathematics Core Requirement For Science Majors

MTH 30 Pre-Calculus Mathematics 4.00

MTH 40 Calculus I 4.00

Orientation Seminar Core Requirement

OS 1 The University: Discovery and Change 1.00

Liberal Arts and Science Foreign Language Core Curriculum Requirements

Must complete 6 credits in one of the foreign language disciplines listed below.

Foreign Language Core Spanish

SPA 11 Introductory Spanish I 3.00

SPA 12 Introductory Spanish II 3.00

Foreign Language Core French

FRE 11 Introductory French I 3.00

FRE 12 Introductory French II 3.00

Foreign Language Core Italian

ITL 11 Introductory Italian I 3.00

ITL 12 Introductory Italian II 3.00

Foreign Language Core Honors Spanish - A student must be in the Honors Program to take the following

HLS 21 Honors Spanish 3.00

HLS 22 Honors Spanish 3.00

Foreign Language Core Honors French - A student must be in the Honors Program to take the following

HLF 21 Honors French 3.00

HLF 22 Honors French 3.00

Mathematics Major Requirements

Mathematics BS Major GPA Requirement 2.00 Major GPA Required.

Mathematics BS Major Requirements

The following courses must be fulfilled:

MTH 101 Calculus II 4.00

MTH 102 Calculus III 4.00

To fulfill this requirement choose one (1) course from MTH 105 or 107.

MTH 105 Applied Mathematics 4.00

MTH 107 Advanced Calculus 3.00

To fulfill this requirement choose one (1) course from MTH 106 or 108.

MTH 106 Applied Mathematics 4.00

MTH 108 Advanced Calculus 3.00

To fulfill this requirement choose one (1) course from MTH 121 or 122.

MTH 121 Introduction to Modern Algebra 3.00

MTH 122 Linear Algebra 3.00

Ancillary Requirements

CS 101 Fundamentals of Computer Science and Information Sciences 3.00

Additional Math Courses

Mathematics BS Distribution Requirement

To satisfy this requirement, the student must complete two courses numbered 100 or above in one of the following subjects: Computer Science, Economics, Teaching and Learning or Science.

Minor in Mathematics

Students who wish to minor in a Science area are required to successfully complete, with a grade of C or higher, a minimum of 12 credits in courses numbered 100 or above in a Science department or discipline other than their major. Courses taken as a graduation requirement for a major may not be applied to the minor. No more than 6 transfer credits may be applied to the 12 credit total.

Mathematics Courses

MTH 10 Basic Mathematics

College algebra. Algebraic operations; quadratic, exponential and logarithmic functions; basic geometric copies; right triangle trigonometry. *Pre-requisite of DSM 09 is required or placement exam.*
Credits: 3
All Sessions

MTH 11Y Elementary Mathematics with Applications I

Review of elementary algebra. Linear functions, graphs, slopes, straight lines, inequalities, applications. Matrices, linear systems, determinants. Systems of linear inequalities, linear programming; the graphical method. Quadratic functions, parabolas, applications. Exponential and logarithmic functions. Business mathematics: compound interest, discounts, annuities, depreciation, amortization, sinking funds. *Pre-requisite of MTH 10 is required.*
Credits: 3
On Demand

MTH 11Z Fundamentals of Modern Mathematics

Elementary logic, sets and numeration; the development of number systems; natural numbers, integers, rational numbers, real numbers and complex numbers; functions, equations and inequalities; classical and modern geometries; measurement and mensuration; permutations, combinations, probability, and elementary statistics. *Pre-requisite of MTH 10 is required.*
Credits: 3
Every Fall

MTH 12Y Elementary Mathematics with Applications II

Linear programming: the simplex method. Additional topics on matrices. Differential and integral calculus through the transcendental functions, with various applications. *Pre-requisite of MAT 11Y is required.*
Credits: 3
On Demand

MTH 12Z Fundamentals of Modern Mathematics

Elementary logic, sets and numeration; the development of number systems; natural numbers, integers, rational numbers, real numbers and complex numbers; functions, equations and inequalities; classical and modern geometries; measurement and mensuration; permutations, combinations, probability, and elementary statistics. Offered as a tutorial with permission of the Department. *Pre-requisite of MTH 11Z is required.*
Credits: 3
On Occasion

MTH 15 Mathematical Tools and Their Use

Numerical techniques. Mathematical reasoning and organization of thought. Statistical applications. Selected topics in probability. Other applications include straight lines, areas under curves, compound interest and inflation. The nature of programming (students are required to buy a programmable calculator specified by the instructor). Students who have taken MAT 16 or 11y are exempt from MAT 15. *Pre-requisite of DSM 09 is required or the placement exam.*
Credits: 4
All Sessions

MTH 16 Finite Mathematics

Selected topics from matrix algebra, linear programming, consumer mathematics, probability, theory of games, graphs, and trees. Students who have taken MAT 15 or 11Y are exempt from MAT 16. *Pre-requisite of DSM 09 is required or placement exam.*
Credits: 3
All Sessions

MTH 30 Pre-Calculus Mathematics

Fundamental concepts of sets and the real and

complex number systems; algebraic and trigonometric functions and relations; inequalities.

Pre-requisite of MTH 10 is required.

Credits: 4

All Sessions

MTH 40 Calculus I

Limits and continuity; analytic geometry; theorems on derivatives and definite integrals; and various applications of such theorems involving exponential, logarithmic, trigonometric and hyperbolic functions.

Pre-requisite of MTH 30 is required.

Credits: 4

All Sessions

MTH 100 Introductory Statistics

Sampling techniques, measures of central tendency and variability, probability modes in statistical inference, estimation and hypothesis testing, the Chi-square test, regression and correlation. Not open for credit to Mathematics majors.

Pre-requisites of MTH 10 or MTH 15 or MTH 16 are required.

Credits: 3

All Sessions

MTH 101 Calculus II

Methods of integration; limits, indeterminate forms; approximations; parametric and polar equations, infinite series.

Pre-requisite of MTH 40 is required.

Credits: 4

Every Fall

MTH 102 Calculus III

Partial differentiation; multiple integration; center of mass, moments of inertia; vectors, solid analytic geometry, line integrals and Green's Theorem; elementary differential equations.

Pre-requisite of MTH 101 is required.

Credits: 4

Every Spring

MTH 104 Differential Equations

Linear equations with constant coefficients, applications, undetermined coefficients, variation of parameters, differential operators, Laplace transforms, systems of equations, equations of first order by higher degree, special equations of second order, power series solutions, methods of Frobenius, elementary partial differential equations, Fourier series, introduction into boundary value problems, existence and uniqueness of solutions.

Pre-requisite of MTH 102 is required.

Credits: 3

On Occasion

MTH 105 Applied Mathematics

Ordinary linear differential equations, including existence and uniqueness of solutions; series solution of differential equations, including Legendre polynomials and Bessel functions; Laplace transforms; matrices, determinants, eigenvalues and eigenvectors with application to linear systems.

Pre-requisite of MTH 102 is required.

Credits: 4

On Occasion

MTH 106 Applied Mathematics

Vector analysis, including vector algebra, vector differential calculus, line and surface integrals and the theorems of Gauss, Green and Stokes; Fourier series and integrals; partial differential equations, including boundary value problems; beta, gamma and error functions; asymptotic expansions.

Pre-requisite of MTH 105 is required.

Credits: 4

On Occasion

MTH 107 Advanced Calculus

The real number system, limits and continuity, differentiation and integration of elementary functions and functions of several variables, curves and surfaces, partial differentiation.

Pre-requisite of MTH 102 is required.

Credits: 3

On Occasion

MTH 108 Advanced Calculus

Multiple integration; infinite and power series; uniform convergence and limits; improper, line, and surface integrals; Fourier series; differential geometry.

Pre-requisite of MTH 107 is required.

Credits: 3

On Occasion

MTH 111 Complex Variables

Complex numbers; analytic function, Cauchy-Riemann equations, harmonic functions; elementary functions, mappings; the Cauchy-Goursat and Morera theorems; Cauchy integral formula, power-series: Laurent series; uniform convergence; residues and poles; conformal mapping.

Pre-requisite of MTH 102 is required.

Credits: 3

On Occasion

MTH 121 Introduction to Modern Algebra

A survey of the concepts of modern abstract algebra, including investigation of groups, fields and rings, with special attention to group theory.

Pre-requisite of MTH 40 is required.

Credits: 3

On Occasion

MTH 122 Linear Algebra

Vectors and vector spaces, matrices and determinants, eigenvalues and eigenvectors, linear systems, linear transformations.

Pre-requisite of MTH 40 is required.

Credits: 3

On Occasion

MTH 123 Advanced Geometry

Theorems of Menelaus, Ceva, Pascal, Desargues and Pappus; cross-ratio, harmonic division; constructions, loci, transformations; inversion;

dissection theory; projective geometry; non-Euclidean geometries; finite geometries; the foundations of geometry.

Pre-requisites of MTH 40 and MTH 12Y or MTH 12Z are required, or with approval of the

Department.

Credits: 3

All Sessions

MTH 124 Introduction to Number Theory

Properties of integers, including divisibility and factorization; Euler and other number theoretic functions; theorems of Fermat, Euler and Wilson; primitive roots, quadratic reciprocity.

Pre-requisites of MTH 40 and MTH 12Y or MTH 12Z are required, or with approval of the

Department.

Credits: 3

On Occasion

MTH 136 Numerical Analysis

Approximating polynomials, numerical solutions to algebraic and transcendental equations, numerical differentiation and integration, numerical solutions to differential equations.

Pre-requisite of MTH 102 is required.

Credits: 3

On Occasion

MTH 141 Elements of Probability

Combinatorial problems, discrete and continuous random variables, moments and generating functions, some probability distributions, the law of large numbers and the central limit theorem, stochastic processes.

Pre-requisite of MTH 102 is required.

Credits: 3

On Occasion

MTH 142 Statistical Inference

Sampling and sampling distributions, particularly the t and F distributions; point and maximum likelihood estimation; confidence intervals; significance tests; testing hypotheses. Prerequisite: MAT 141.

Credits: 3

On Occasion

MTH 195 Honors Study

Honors Study is designed to give outstanding students an opportunity to do independent work in their major under the guidance of a member of the faculty. There are no regular class meetings. To be eligible, students must have upper-junior or senior status, a cumulative quality-point ratio of 3.00 and a 3.25 ratio in their major subject, and the permission of the Chair of the Department and the Dean. A total of six credits of Honors Study is the maximum allowed.

Credits: 3

On Demand

MTH 196 Honors Study

Honors Study is designed to give outstanding students an opportunity to do independent work in

their major under the guidance of a member of the faculty. There are no regular class meetings. To be eligible, students must have upper-junior or senior status, a cumulative quality-point ratio of 3.00 and a 3.25 ratio in their major subject, and the permission of the Chair of the Department and the Dean. A total of six credits of Honors Study is the maximum allowed.

Credits: 3

On Demand

MTH 197 Independent Study

Independent Mathematics study

Credits: 3

On Demand

Department of Physics

Professors Arons, Achuthan, Glickman (Chair)
Teiger
Professors Emeriti Macomber, Posmentier,
Tsantes, Kleinman, Clark,
Associate Professor Emeritus Kamhi
Assistant Professor Kavic
Adjunct Faculty: 5

Richard L. Conolly College does not offer a degree program in physics at this time. The Physics Department is primarily a service department supplying a sound underpinning for majors in pharmacy, physical therapy, and other health sciences as well as for chemistry and biology majors. In those courses, emphasis is placed upon understanding basic concepts and honing problem solving skills. In the course for liberal arts students, emphasis is placed on conceptual understanding. Topics covered in all physics courses include: Newtonian Mechanics, energy and its conservation, electromagnetism, optics, and an introduction to relativity and atomic and nuclear physics. Relevance to such areas as climate change, space exploration, alternative energies and nuclear radiation are examined.

Physics Courses

PHY 20 The Physical Universe

An introduction to the fundamental principles that govern the physical universe, including the behavior of particles smaller than an atom and objects larger than the sun. The basic laws of nature, various forces, and different forms of energy are explored. Examples are drawn from the physical, biological and chemical sciences and from applied technology. Three lecture hours, two laboratory hours.
The pre-requisite of DSM 09, or Math 15, or Math 16, or Math 30 or Math 40 is required. Course not open to science majors.

Credits: 4

All Sessions

PHY 27 Physics for Pharmacy

An introductory non-calculus-based physics course for freshman and sophomore Pharmacy majors. Topics covered: mechanics, fluid mechanics, electricity, magnetism, optics, modern physics and quantum mechanics are investigated. (Note: Students interested in premedical and pre-dental programs or in BIO, CHE or PT are required to take PHY 31-32.)

Pre-requisite of MTH 30 is required.

Credits: 4

Every Fall and Spring

PHY 31 General Physics

The standard introduction to physics intended primarily for science majors, but may be taken by non-science students. First semester: mechanics, properties of matter, special theory of relativity, fluid mechanics, thermal physics, vibrations, waves

and sound. Second semester: electricity, magnetism, optics and modern physics. Two lecture hours, one two-hour recitation period, one two-hour laboratory period.

Pre-requisite of MTH 30 is required.

Credits: 4

Every Fall and Spring

PHY 32 General Physics

A continuation of Physics 31. Topics include: mechanics, properties of matter, heat and thermodynamics, fluid mechanics, theory of gases, and sound. Second semester: electricity, magnetism, optics and modern physics. Two lecture hours, one two-hour recitation period, one two-hour laboratory period. Prerequisite: MAT 30 is a prerequisite for PHY 31.

Credits: 4

Every Fall and Spring

SOCIAL SCIENCE (DIVISION III)

The Social Science Division offers majors in economics, history, political science, psychology, and anthropology/sociology. Each major provides the theoretical and practical background for entry into many private and government enterprises. An interdisciplinary major is available in the social sciences, and students can minor in every Social Science Division subject area, in addition to Latin American and Caribbean studies and Asian studies. Graduate study on the master's level is offered in most undergraduate majors (M.A., M.S.), and the Ph.D. is offered in clinical psychology.

Students must fulfill the requirements of the core curriculum, and satisfy the requirements of their major. Of the 128 credits required for graduation, at least 48 must be earned in courses numbered above 100.

Department of Economics

Professor Zewail (Chair)
Professors Emeriti Lombardi, Varma
Associate Professor G. Rodriguez
Adjunct Faculty: 3

The major in economics offers a unique combination of theory and practical applications, preparing students to think analytically about real world economic problems. Not only is majoring in economics considered to be a lucrative option with remarkable job market versatility, but it also provides intellectual challenges likely to appeal to inquisitive minds. Indeed, this field usually attracts undergraduate students who enjoy using intuitive logical arguments to gain insight on socioeconomic problems and public policy issues. Their work is often inspired not only by practical considerations but also by their intellectual curiosity and a desire to contribute to society.

The program seeks to equip students with the basic tools needed to understand the operation of a modern economy, including the role of markets and organizations in the allocation of resources as well as the factors that determine income, employment and economic growth. Aside from the introductory economics sequence (Economics I and II), the Department offers a variety of more advanced elective courses, including Money and Banking, Economic Development, Industrial Organization, Government Regulation, Public Finance, Urban Economics, International Economics and other subjects. The underlying goal is to train students to use formal analysis and empirical observation to examine varied socioeconomic issues and to develop several valuable skills in the process, including the ability to apply logical thought to economic problems, the ability to observe and draw inferences from data and the ability to present economic ideas in compelling writing and speech.

Economics majors are encouraged to consider the possibility of complementing their studies with a minor in a discipline like business, mathematics, computer science, history, sociology or political science. Ambitious students often have embraced the challenge of double majoring in economics and one of the aforementioned disciplines.

An undergraduate education in economics also brings about a considerable vocational benefit. In pursuing an economics concentration, students are introduced to research methods and quantitative techniques, developing analytical skills and communication skills that constitute a relevant background for several professions. Indeed, the 128-credit B.A. in economics provides a sound foundation not only for graduate study and a career in economics but also for careers in business, law, public service, education, journalism, urban affairs, international relations and other fields. In particular, many undergraduate economics majors enroll in law schools and in graduate business programs after graduation. In addition, economics majors seeking employment immediately after college often find job opportunities in management, insurance, real estate, financial analysis, computing systems, consulting, banking, sales and public administration.

Students preparing to teach in the field of Economics on the secondary school level should consult the Teaching and Learning section of the bulletin for further requirements.

B.A. in Economics

Bachelor of Arts Core Requirements Skills/Proficiency Requirements

Completion of the skills/proficiency courses listed in the undergraduate bulletin depends solely on placement examination.

The Skills Proficiency Courses are:

DSM 01, DSM 09, ENG 13 or 13X, ENG 14 or 14X

DSM	01	Developmental Skills Mathematics 01	0.00
DSM	09	Developmental Skills Mathematics 09	0.00
ENG	13	English Composition	3.00
ENG	14	English Composition	3.00

Bachelor of Arts Core Curriculum Requirements

English Composition Core Requirement - Three credits from the following

ENG	16	English Composition	3.00
ENG	16X	English Composition for Nonnative Speakers	3.00

Core Seminar Requirement

COS	50	Idea Of The Human	3.00
-----	----	-------------------	------

Speech Core Requirement

SPE	3	Oral Communication	3.00
-----	---	--------------------	------

English Literature Core Requirement - Six credits from the following (a student must be in the Honors Program to take HEG 21 and HEG 22)

ENG	61	European Literatures I	3.00
ENG	62	European Literatures II	3.00
ENG	63	American Literatures	3.00
ENG	64	Non-Western Literatures	3.00
HEG	21	Literature of the Human Imagination	3.00
HEG	22	English Literature of the Human Imagination	3.00

Philosophy Core Requirement

PHI	61	Philosophical Explorations I	3.00
PHI	62	Philosophical Explorations II	3.00

History Core Requirement

HIS	1	History of Civilizations to 1500	3.00
HIS	2	History of Civilizations Since 1500	3.00

Social Science Core Requirement (Both ECO 1 & 2 must be completed).

ANT	4	Physical Anthropology	3.00
ANT	5	Cultural Anthropology	3.00
ECO	1	Introduction to Economics	3.00
ECO	2	Introduction to Economics	3.00
HSS	21	Civilization and Social Institutions	3.00
HSS	22	Civilization and Social Institutions	3.00
POL	11	Power and Politics	3.00
PSY	3	Introduction to Psychology	3.00
SOC	3	Introduction to Sociology	3.00

Communication, Visual and Performing Arts Core Requirement - Three credits from the following (a student must be in the Honors Program to take HAR 21 or HAR 22)

ART	61	Introduction to Visual Art	3.00
DNC	61	Dance Through Time	3.00
HAR	21	Art, Music, and Dance in Social Context	3.00
HAR	22	Art, Music, and Dance in Social Context	3.00
MUS	61	Music and Culture	3.00

THE	61	The Theatrical Vision	3.00
Science Core Requirement			
BIO	22	Biology and Modern Technology	3.00
CHM	21	Chemistry and Modern Technology	3.00
PHY	20	The Physical Universe	4.00

Mathematics Core Requirement - One course from the following

MTH	15	Mathematical Tools and Their Use	4.00
MTH	16	Finite Mathematics	3.00

Orientation Seminar Core Requirement (waived for transfer students)

OS	1	The University: Discovery and Change	1.00
----	---	--------------------------------------	------

Foreign Language Core Curriculum Requirements

Must complete 6 credits in one of the foreign language disciplines listed below.

Foreign Language Core Spanish

SPA	11	Introductory Spanish I	3.00
SPA	12	Introductory Spanish II	3.00

Foreign Language Core French

FRE	11	Introductory French I	3.00
FRE	12	Introductory French II	3.00

Foreign Language Core Italian

ITL	11	Introductory Italian I	3.00
ITL	12	Introductory Italian II	3.00

Foreign Language Core Honors Spanish - A student must be in the Honors Program to take the following

HLS	21	Honors Spanish	3.00
HLS	22	Honors Spanish	3.00

Foreign Language Core Honors French - A student must be in the Honors Program to take the following

HLF	21	Honors French	3.00
HLF	22	Honors French	3.00

Economics Bachelor of Arts Major Requirements

Economics Major Grade Point Average 2.00 Major GPA Required

The Following are Required Courses for the Economics Plan

Must Complete the Following Courses:

ECO	101	Microeconomic Analysis	3.00
ECO	102	Macroeconomic Analysis	3.00
ECO	116	Government Regulation of Business	3.00

ECO	117	History of Economic Thought	3.00
ECO	118	Modern Economic Thinkers	3.00
ECO	125	International Economics	3.00
ECO	132	Comparative Economic Systems	3.00
IBU	125	International Economics	3.00

Twelve (12) Additional Credits in Advanced Economics Required. (or approved Business courses)

Three (3) Credits from Social Science 200 Series. (Capstone Seminar)

Ancillary Requirements

MTH	100	Introductory Statistics	3.00
-----	-----	-------------------------	------

Economics Distribution Requirement

(Introductory courses must be completed).

To satisfy this requirement, the student must complete two courses numbered 100 or above in one of the following subjects: HIS, POL, PSY, SOC, ANT, MTH, MAN, MKT, ACC, FIN, CS, QA.

Minor in Economics

An Economics minor requires 12 ECO credits at or above the 100 level, in addition to a core ECO 1 or 2 class

Economics Courses

ECO 1 Introduction to Economics

A study of economic principles and problems and their application to the American economy. ECO 1 stresses the macroeconomics aspects -- that is, the broad aggregates such as the nature of economics and of economic systems; the monetary and banking system; the total levels of output, income and employment; economic growth and inflation; and public policy for achieving economic stability and growth. Economics 2 stresses the microeconomic topics -- that is, those that relate to parts of the economy and include the firm; the determination of prices of specific commodities; the law of supply and demand and types of market structure; the labor union; and wage and profit determination.

*Credits: 3
Every Fall, Spring and Summer*

ECO 2 Introduction to Economics

A study of economic principles and problems and their application to the American economy. ECO 1 stresses the macroeconomics aspects -- that is, the broad aggregates such as the nature of economics and of economic systems; the monetary and banking system; the total levels of output, income and employment; economic growth and inflation; and public policy for achieving economic stability

and growth. Economics 2 stresses the microeconomic topics -- that is, those that relate to parts of the economy and include the firm; the determination of prices of specific commodities; the law of supply and demand and types of market structure; the labor union; and wage and profit determination.

*Credits: 3
Every Fall, Spring and Summer*

ECO 101 Microeconomic Analysis

A detailed analysis of rational consumer behavior and of the pricing and production policies of individual firms. The relation of such policies to the efficient allocation of resources in the economy under different market conditions is studied.

*Credits: 3
Alternate Years*

ECO 102 Macroeconomic Analysis

A study of the factors that influence the level of the national income and the volume of employment and unemployment. The significance of consumption, savings, investment, foreign trade and government expenditures in determining the overall performances of the economy is considered.

*Credits: 3
Alternate Years*

ECO 105 Money and Banking

A systematic study of the money, credit and banking systems of the United States. Emphasis is placed on the various monetary factors that influence the level of the national income and the relationship of financial institutions to those factors.

*Credits: 3
Alternate Semesters*

ECO 115 Industrial Economics

This course provides an introduction to Industrial Organization, a field that focuses on how firms, interacting through markets, attempt to exploit opportunities for profit. The standard models of perfect and imperfect competition are examined, emphasizing the strategic behavior of the interacting firms. Topics include pricing models and other strategic aspects of business practice, including research and development and informational issues.

*Credits: 3
Alternate Years*

ECO 116 Government Regulation of Business

A study of government regulation of significant sectors of the American economy, such as manufacturing monopolies, the financial markets, transportation and communications.

*Credits: 3
Alternate Years*

ECO 117 History of Economic Thought

A survey of the principal currents of economic thought in their historical perspective. The leading economic schools and economists are emphasized.

Such thinkers as Adam Smith, Thomas Malthus, John Stuart Mill and Karl Marx receive particular attention.

Credits: 3

On Occasion

ECO 118 Modern Economic Thinkers

An evolutionary analysis of the ideas of such leading modern economists as A. Marshall, Thorstein Veblen, Paul Samuelson, Milton Friedman and John K. Galbraith.

Credits: 3

Alternate Years

ECO 125 International Economics

A review of such basic concepts as the principles of international trade, gains from foreign trade, trade barriers and policies, balance of payments, foreign exchange markets, and the problem of international liquidity. (Same as International Business 125.)

Credits: 3

Every Fall

ECO 129 Problems of the Modern American Economy

An analysis of prime current problems of the American economy, such as economic stability and growth, employment, collective bargaining and monopoly.

Credits: 3

Every Summer

ECO 131 Historical Development of the European Economy

An analysis of the development of the Western European economy in comparative perspective, emphasizing the nineteenth and twentieth centuries. Precapitalist economic developments, the creation of the European world system, the Industrial Revolution, the rise and transformation of a business economy, the impact of war and the economics of a postindustrial society are discussed. (Same as History 131.)

The pre-requisites of HIS 1 and HIS 2, or HHI 21 and HHI 22, are required.

Credits: 3

On Occasion

ECO 132 Comparative Economic Systems

An analysis of capitalism and noncapitalist systems. Special attention is paid to economic organizations in the United States, problems of converting the former Communist countries of Eastern Europe to a market economy, social democracies of Western Europe, the economy of Japan and economic organizations of Communist China. Comparison is made of the economic performances of various systems.

Credits: 3

On Occasion

ECO 133 Public Finance and Fiscal Policy

An analysis of taxation, public expenditures and debt of federal, state and local governments, and of the impact of government fiscal policy on the

stability, employment and growth of the economy.

Credits: 3

On Occasion

ECO 138 Economic Development

A survey of the problems of economic development of the Third World. Discussion centers around the principles of economic growth, population problems, land reform, methods of capital accumulation and techniques of planning.

Credits: 3

On Occasion

ECO 140 Urban Economics

An analysis of economic problems arising in the dynamic mid-twentieth century metropolitan complex. Topics discussed include past and present economic functions of cities; location theory, urban labor and migration problems; and the economics of urban services, such as transportation, education, health and welfare. The impact of race, poverty and the urban ghetto are studied in the light of a central concern with the political economy of a highly urbanized society.

Credits: 3

Every Fall

ECO 170 Current International Economic Problems

An analysis of key current international economic problems and their related policies. Such issues as economic development and growth, multinational corporations, international balance of payments disequilibrium, intergovernmental cartels and the division of international resources are treated.

Credits: 3

Every Summer

ECO 195 Honors Study

Honors Study is designed to give outstanding students an opportunity to do independent work in their major under the guidance of a member of the faculty. There are no regular class meetings. To be eligible, students must have upper junior or senior status, a cumulative quality-point ratio of 3.00 and a 3.25 ratio in their major subject, and the permission of the Chair of the Department and the Dean. A total of six credits of Honors Study is the maximum allowed.

Credits: 3

On Demand

ECO 196 Honors Study

Honors Study is designed to give outstanding students an opportunity to do independent work in their major under the guidance of a member of the faculty. There are no regular class meetings. To be eligible, students must have upper junior or senior status, a cumulative quality-point ratio of 3.00 and a 3.25 ratio in their major subject, and the permission of the Chair of the Department and the Dean. A total of six credits of Honors Study is the maximum allowed.

Credits: 3

On Demand

ECO 197 Independent Study

Independent reading and research in the chosen field of economics. Training is provided in techniques of critical analysis and independent research. Three credits. Prerequisites: Senior year status and satisfactory of a minimum of 12 credits in advanced economics. Permission of the Chair and the Dean.

Credits: 3

On Demand

ECO 198 Independent Study

Independent reading and research in the chosen field of economics. Training is provided in techniques of critical analysis and independent research. Three credits. Prerequisites: Senior year status and satisfactory of a minimum of 12 credits in advanced economics. Permission of the Chair and the Dean.

Credits: 3

On Demand

Department of History

Professors Dorinson, Warmund (Chair), Wilson
 Professors Emeriti Brennan, Fisher, Gabel,
 Horowitz, Lane, Necheles-Jansyn
 Associate Professors Jones, Horstmann Gatti, Xia
 Associate Professor Emeritus Reilly
 Assistant Professors Agrait, Mims
 Adjunct Faculty: 5

Studying history offers both personal rewards and practical advantages. Guided by a faculty of accomplished historians, students explore historical events through various lenses, analyzing political, social, cultural, and economic developments around the world in different time periods; this approach provides students with a global perspective on how the individuals, ideas, and conflicts of the past have shaped the world in which we live and how they may eventually help to guide our future. Through courses in American, European, African, Eurasian, Latin American, social and comparative history, students improve their analytical, research, writing, and communication skills that open doors to a broad range of challenging and better-paying careers.

The **128-credit B.A. in History** provides students with the knowledge and intellectual power that allow them to pursue multiple career paths. For example, this program can lead to fulfilling and successful careers in elementary, secondary and college teaching; law; journalism; archival and museum work; public and business history; and local and national history. History majors are encouraged to develop specific career objectives while pursuing undergraduate studies. Faculty mentors will assist students in exploring career possibilities and in devising a personalized plan of study that will best prepare them for their career goals.

Students preparing to teach on the secondary school level should consult the Teaching and Learning section for additional requirements.

B.A. in History

Bachelor of Arts Core Requirements Skills/Proficiency Requirements

Completion of the skills/proficiency courses listed in the undergraduate bulletin depends solely on placement examination.

The Skills Proficiency Courses are:

DSM 01, DSM 09, ENG 13 or 13X, ENG 14 or 14X

DSM	01	Developmental Skills Mathematics 01	0.00
DSM	09	Developmental Skills Mathematics 09	0.00
ENG	13	English Composition	3.00
ENG	14	English Composition	3.00

Bachelor of Arts Core Curriculum Requirements

English Composition Core Requirement - Three credits from the following

ENG	16	English Composition	3.00
ENG	16X	English Composition for Nonnative Speakers	3.00

Core Seminar Requirement

COS	50	Idea Of The Human	3.00
-----	----	-------------------	------

Speech Core Requirement

SPE	3	Oral Communication	3.00
-----	---	--------------------	------

English Literature Core Requirement - Six credits from the following (a student must be in the Honors Program to take HEG 21 and HEG 22)

ENG	61	European Literatures I	3.00
ENG	62	European Literatures II	3.00
ENG	63	American Literatures	3.00
ENG	64	Non-Western Literatures	3.00
HEG	21	Literature of the Human Imagination	3.00
HEG	22	English Literature of the Human Imagination	3.00

Philosophy Core Requirement

PHI	61	Philosophical Explorations I	3.00
PHI	62	Philosophical Explorations II	3.00

History Core Requirement

HIS	1	History of Civilizations to 1500	3.00
HIS	2	History of Civilizations Since 1500	3.00

Social Science Core Requirement - Six credits from the following (a student must be in the Honors Program to take HSS 21 and HSS 22)

ANT	4	Physical Anthropology	3.00
ANT	5	Cultural Anthropology	3.00
ECO	1	Introduction to Economics	3.00
ECO	2	Introduction to Economics	3.00
HSS	21	Civilization and Social Institutions	3.00
HSS	22	Civilization and Social Institutions	3.00
POL	11	Power and Politics	3.00
PSY	3	Introduction to Psychology	3.00
SOC	3	Introduction to Sociology	3.00

Communication, Visual and Performing Arts

Core Requirement - Three credits from the following (a student must be in the Honors Program to take HAR 21 or HAR 22)

ART	61	Introduction to Visual Art	3.00
DNC	61	Dance Through Time	3.00
HAR	21	Art, Music, and Dance in Social Context	3.00
HAR	22	Art, Music, and Dance in Social Context	3.00
MUS	61	Music and Culture	3.00
THE	61	The Theatrical Vision	3.00

Science Core Requirement

BIO	22	Biology and Modern Technology	3.00
CHM	21	Chemistry and Modern Technology	3.00
PHY	20	The Physical Universe	4.00

Mathematics Core Requirement - One course from the following

MTH	15	Mathematical Tools and Their Use	4.00
MTH	16	Finite Mathematics	3.00

Orientation Seminar Core Requirement

OS	1	The University: Discovery and Change	1.00
----	---	--------------------------------------	------

Liberal Arts and Science Foreign Language Core Curriculum Requirements

Must complete 6 credits in one of the foreign language disciplines listed below.

Foreign Language Core Spanish

SPA	11	Introductory Spanish I	3.00
SPA	12	Introductory Spanish II	3.00

Foreign Language Core French

FRE	11	Introductory French I	3.00
FRE	12	Introductory French II	3.00

Foreign Language Core Italian

ITL	11	Introductory Italian I	3.00
ITL	12	Introductory Italian II	3.00

Foreign Language Core Honors Spanish - A student must be in the Honors Program to take the following

HLS	21	Honors Spanish	3.00
HLS	22	Honors Spanish	3.00

Foreign Language Core Honors French - A student must be in the Honors Program to take the following

HLF	21	Honors French	3.00
HLF	22	Honors French	3.00

History Major Requirements.

Major Grade Point Average

2.00 Major GPA Required.

The following are required courses:

The following course is required.

HIS 100 The American Experience 3.00

Eight (8) additional advanced (above 100 level) History courses are required.

One (1) course from the Social Science 223, 224 series is required.

History Distribution Requirement

To satisfy this requirement, the student must complete two courses numbered 100 or above in one of the following subjects: ECO, POL, PSY, SOC, ANT.

Minor in History

A History minor requires a total of 15 credits of History courses numbered 100 or above including History 100.

History Courses

HIS 1 History of Civilizations to 1500

The evolution of civilization in Africa, the Americas, Asia, the Middle East and Europe until the voyages of discovery. Emphasis is placed on the growth of independent cultural traditions and diffusion of ideas, institutions and peoples.

Credits: 3

All Sessions

HIS 2 History of Civilizations Since 1500

The evolution of civilizations from the voyages of discovery through the scientific, political and industrial revolutions to the present. Emphasis is placed on the interaction of the Western and non-Western worlds.

Credits: 3

All Sessions

HIS 100 The American Experience

A survey of the growth and development of the United States from colonial dependence to superpower. Themes emphasized include Native American, English, Spanish and African legacies; slavery and racism; and industrialization, urbanization and reform movements. Lectures and discussions, highlighted with videos. This is a designated Writing Across the Curriculum (WAC) course.

The pre-requisites of HIS 1 and HIS 2, or HHI 21 and HHI 22, are required.

Credits: 3

Bi-annually

HIS 103 The Colonial Period in American History

An examination of cultural and institutional developments in Colonial America, tracing roots in

Europe and Africa, from Colonial times to causes, conduct and consequences of the Revolution.

The pre-requisites of HIS 1 and HIS 2, or HHI 21 and HHI 22, are required.

Credits: 3

On Occasion

HIS 104 The American Frontier 1830-1914

An analysis of the social, political and economic aspects of the western frontier of the United States from the Indian Removal Act of 1830 to World War I, concluding with a look at the beginnings of American overseas expansion. Topics covered include territorial acquisitions; the impact of expansion on Native American life and culture; issues of race, ethnicity and gender; industrial and political developments; violence and labor conflicts; and the nature of American imperialism.

The pre-requisites of HIS 1 and HIS 2, or HHI 21 and HHI 22, are required.

Credits: 3

On Occasion

HIS 105 American Intellectual History

An examination of American ideas and values from the Colonial era to the present. An examination of the main currents, including Puritanism, the Enlightenment, revolution, Romanticism, Darwinism, the rise of relativism and determinism, and present-day directions.

The pre-requisites of HIS 1 and HIS 2, or HHI 21 and HHI 22, are required.

Credits: 3

On Occasion

HIS 107 The Gilded Age and the Progressive Era in America

An examination of America's transition from an agricultural, rural and relatively homogeneous nation to one that is industrialized, urban and ethnically diverse. Topics covered include the processes of industrialization and urbanization; the role of immigration, race, class, ethnicity and gender; the impact of politics, corruption and reform movements.

The pre-requisites of HIS 1 and HIS 2, or HHI 21 and HHI 22, are required.

Credits: 3

On Occasion

HIS 108 The United States in the Twentieth Century

An examination of political, economic and cultural aspects of American life since the rise of the United States to world power: the Great Depression, the New Deal, the Fair Deal, the two world wars, and the Cold War era and its passing. The turbulent 1960s, including the Civil Rights movement, and the antiwar movement.

The pre-requisites of HIS 1 and HIS 2, or HHI 21 and HHI 22, are required.

Credits: 3

Rotating Basis

HIS 109 Depression and Wartime America as Reflected in the Hollywood Film

Political, economic and social developments during the Great Depression in America and the course taken by the United States from neutrality to reluctant belligerency and, finally, to war. Lectures supplemented by Hollywood films.

The pre-requisites of HIS 1 and HIS 2, or HHI 21 and HHI 22, are required.

Credits: 3

On Occasion

HIS 114 American Social History to 1890

The evolution of basic American social institutions; the delicate balance between social order and conflict; the transplantation of peoples and their cultures. The focus is on family, race, gender, religion, culture, education, sports and community organizations.

The pre-requisites of HIS 1 and HIS 2, or HHI 21 and HHI 22, are required.

Credits: 3

On Occasion

HIS 115 American Social History Since 1890

A continuation of the themes of History 114 in America since 1890.

The pre-requisites of HIS 1 and HIS 2, or HHI 21 and HHI 22, are required.

Credits: 3

On Occasion

HIS 116 African-American History

The history of the black people of America from their African origins to the present, stressing themes of accommodation, protest and self-determination.

The pre-requisites of HIS 1 and HIS 2, or HHI 21 and HHI 22, are required.

Credits: 3

Rotating Basis

HIS 117 The United States in the 1960s

The tumultuous decade of the 1960s in the United States: the Civil Rights struggle, the women's liberation movement, the New Left, the counterculture, and the largest youth rebellion in American history.

The pre-requisites of HIS 1 and HIS 2, or HHI 21 and HHI 22, are required.

Credits: 3

On Occasion

HIS 120 The Middle Ages

Europe from the last centuries of the Roman Empire through the fourteenth century. The origin and development of attitudes and institutions characteristic of the Medieval period, including feudalism and the emergence of centralized government, the organization and spiritual mission of the church, commerce and the guild system, the place of women and children in society, and art and architecture.

The pre-requisites of HIS 1 and HIS 2, or HHI 21 and HHI 22, are required.

Credits: 3

Rotating Basis

HIS 124 The Beginnings of the Modern World

A survey of European history from the Thirty Years War to the French Revolution, stressing forces promoting political, social and intellectual change in Europe itself while consolidating a system of colonial control and forced labor abroad.

The pre-requisites of HIS 1 and HIS 2, or HHI 21 and HHI 22, are required.

Credits: 3

Rotating Basis

HIS 125 The Western Impact on the World 1789-1914

A study of the impact of the influence of the French and Industrial revolutions on European politics and society, with special emphasis on new ideologies and new class relationships, and the accompanying impact of European commercial dominance and imperial control of Asia and Africa.

The pre-requisites of HIS 1 and HIS 2, or HHI 21 and HHI 22, are required.

Credits: 3

Rotating Basis

HIS 126 European Civilization in the Twentieth Century

A brief survey of the period of the two world wars and the rise of fascism and communism followed by a closer look at European society since 1945: the politics of the Cold War, economic recovery and evolution of the European Economic Community in the West, economic stagnation and political repression in the East, and the collapse of communism and the breakup of the Soviet Union.

The pre-requisites of HIS 1 and HIS 2, or HHI 21 and HHI 22, are required.

Credits: 3

Rotating Basis

HIS 131 Historical Development of the European Economy

An analysis of the development of the Western European economy in comparative perspective, emphasizing the nineteenth and twentieth centuries. Precapitalist economic developments, the creation of the European world system, the Industrial Revolution, the rise and transformation of a business economy, the impact of war and the economics of a postindustrial society are discussed. (Same as History 131.)

The pre-requisites of HIS 1 and HIS 2, or HHI 21 and HHI 22, are required.

Credits: 3

On Occasion

HIS 133 Modern Britain

A survey of the rise and decline of the first industrial society, focusing on the social and political changes stemming from the Industrial Revolution to the eighteenth century, the subsequent decline of economic preeminence, the advent of socialism and the welfare state, and the

economic and political malaise of contemporary Britain.

The pre-requisites of HIS 1 and HIS 2, or HHI 21 and HHI 22, are required.

Credits: 3

On Occasion

HIS 141 The Ancient World

A survey of the history of the Ancient World from the earliest civilizations of Egypt and Mesopotamia to the decline of the Roman Empire, with particular reference to the emergence of government and society, the spread of commerce, the place of art and architecture in public and private life, and the various roles of women.

The pre-requisites of HIS 1 and HIS 2, or HHI 21 and HHI 22, are required.

Credits: 3

Rotating Basis

HIS 144 East Asia: The Modern Period

Traces the history of China, Japan and Korea from the period of extended Western contact from 1650 to the present. Includes such topics as the rise of nationalism and communism, the entry of East Asia into the family of nations, and the transformation of the traditional social structures that has accompanied the process of modernization.

The pre-requisites of HIS 1 and HIS 2, or HHI 21 and HHI 22, are required.

Credits: 3

Bi-annually

HIS 145 Early African Civilization

The history of Africa before the European presence. The development of states and cultural change in Africa: ancient Egypt, Kush, Ethiopia, North African empires, and kingdoms and empires south of the Sahara.

The pre-requisites of HIS 1 and HIS 2, or HHI 21 and HHI 22, are required.

Credits: 3

Rotating Basis

HIS 146 Topics in African History

Identity of Africa viewed through the perspective of environment and resources, trade and empire, tradition and jihad, colonizer and colonized, tribe and nation, colonial and neocolonial.

The pre-requisites of HIS 1 and HIS 2, or HHI 21 and HHI 22, are required.

Credits: 3

On Occasion

HIS 147 The History of Russia

A panoramic view of Mother Russia, from Viking origins to the present. Major domestic developments and foreign relations from the time of Peter the Great to Boris Yeltsin, with emphasis on the causes and consequences of revolution.

The pre-requisites of HIS 1 and HIS 2, or HHI 21 and HHI 22, are required.

Credits: 3

On Occasion

HIS 156 History of Puerto Rico and the Caribbean

A brief look at Arawak and Carib society, followed by a study of the establishment of the colonial institutions resting on a one-crop economy in Puerto Rico and other islands of the Caribbean.

The pre-requisites of HIS 1 and HIS 2, or HHI 21 and HHI 22, are required.

Credits: 3

On Occasion

HIS 157 History of Latin America

A survey of the history of Latin America, including both the colonial and the national periods.

The pre-requisites of HIS 1 and HIS 2, or HHI 21 and HHI 22, are required.

Credits: 3

Rotating Basis

HIS 158 American Foreign Relations: Since 1789

A survey of U.S. diplomatic history from 1789 to the present - the rise of the United States from thirteen Atlantic states into a transcontinental nation and global super power. Topics include the Revolutionary War; continental expansion; the Mexican War; late nineteenth-century imperialism; the Spanish-American-Cuba-Filipino War; Woodrow Wilson and World War I; 1920s unilateralism; FDR and World War II; the Cold War; Third World nationalism and U.S. interventions; the Vietnam War; and the Middle Eastern crisis.

The pre-requisites of HIS 1 and HIS 2, or HHI 21 and HHI 22, are required.

Credits: 3

Rotating Basis

HIS 159 History of the Contemporary World

Survey of the contours and patterns of an emerging global civilization: World War II and the eclipse of Europe; the collapse of the colonial empires and the emergence of the Third World; ideology, politics and social forces in the new states of Asia and Africa; the strategies and failures of the superpowers; the growing tensions between the industrialized and non-industrialized sectors of the world.

The pre-requisites of HIS 1 and HIS 2, or HHI 21 and HHI 22, are required.

Credits: 3

On Occasion

HIS 164 Women in History

The roles of women in the development of Western and non-Western societies from ancient times to the present, focusing on political participation, cultural creativity and discrimination.

The pre-requisites of HIS 1 and HIS 2, or HHI 21 and HHI 22, are required.

Credits: 3

Rotating Basis

HIS 165 The Family Sex, and Marriage in Modern History

An examination of the major developments in the

evolution of the family in Europe and America over the past 500 years. Topics include birth rates, illegitimacy, family size, health, education and old age. Special attention is given to changing patterns of affectional relationships. In addition, the student is introduced to basic demographic concepts used in the historical analysis of the family. Extensive use of visual materials.

The pre-requisites of HIS 1 and HIS 2, or HHI 21 and HHI 22, are required.

Credits: 3

On Occasion

HIS 166 The City in Modern History

A comparative study of the city in Western Europe and the United States from the seventeenth century to the present, with particular attention to the effect of industrialization and immigration.

Emphasis on innovations in urban design and planning and the impact of technology and the general culture on urbanization.

The pre-requisites of HIS 1 and HIS 2, or HHI 21 and HHI 22, are required.

Credits: 3

On Occasion

HIS 167 War in Modern Society

Selected topics in the military history of the modern world: the development and social composition of professional armies; the democratization and industrialization of war; the impact of technology on strategy, tactics, and the limits on the permissible in war; armies and revolution; colonial warfare; decisions on the battlefield.

The pre-requisites of HIS 1 and HIS 2, or HHI 21 and HHI 22, are required.

Credits: 3

On Occasion

HIS 170 Women, Children and the State

An examination of the increasing intervention of local and federal agencies, as well as of private organizations, in the lives of poor women and children from the nineteenth century to the present. Topics covered include shifting theories about poor relief, urban reform and the development of scientific charity, social work and settlement houses; and the origins of the welfare state.

The pre-requisites of HIS 1 and HIS 2, or HHI 21 and HHI 22, are required.

Credits: 3

On Occasion

HIS 175 The Social History of Sports: A Search for Heroes

A study of the way in which Americans and others have played over time; an analysis of how athletes have mirrored the values and reflected the fantasies of their times.

The pre-requisites of HIS 1 and HIS 2, or HHI 21 and HHI 22, are required.

Credits: 3

Rotating Basis

HIS 176 Psychohistory

An interdisciplinary approach to the meaning of history using psychological and psychoanalytical techniques as well as historical methodology. The fundamental paradigms of the history of childhood, group fantasy and fantasy analysis, psychobiography, and the ideas of deMause, Mazlish, Erikson and Bion are examined.

The pre-requisites of HIS 1 and HIS 2, or HHI 21 and HHI 22, are required.

Credits: 3

On Occasion

HIS 180 Culture and Society in Humor

An examination of humor as a key to understanding the conflict and controls inherent in all cultures, inviting analysis, synthesis, and creation of comedy as a means of cracking the codes of American culture.

The pre-requisites of HIS 1 and HIS 2, or HHI 21 and HHI 22, are required.

Credits: 3

On Occasion

HIS 190 Colloquium

Reading and group discussion of specially selected books of major historical importance. Emphasis on new interpretations. May be repeated for credit if subject matter differs. Three credits per semester.

Prerequisite: Nine credits of advanced work in History. Offered as a tutorial with department approval.

The pre-requisites of HIS 1 and HIS 2, or HHI 21 and HHI 22, are required.

Credits: 3

On Demand

HIS 193 Social Science Research Seminar

For juniors and seniors majoring in the Social Sciences of the Humanities and planning on graduate school. Under personal supervision, students work on individual research projects. Class discussions of the progress of each member's work to learn the methods of social science research, and the process of selecting, defining and completing a topic for use in future applications to graduate or professional school and possible publication. Research and writing skills for advanced study.

The pre-requisites of HIS 1 and HIS 2, or HHI 21 and HHI 22, are required.

Credits: 3

On Demand

HIS 195/196 Honors Study

Honors Study is designed to give outstanding students an opportunity to do independent work in their major under the guidance of a member of the faculty. There are no regular class meetings. To be eligible, students must have upper-junior or senior status, a cumulative quality-point ratio of 3.00 and a 3.25 ratio in their major subject, and the permission of the Chair of the Department and the Dean. A total of six credits of Honors Study is the

maximum allowed.

The pre-requisites of HIS 1 and HIS 2, or HHI 21 and HHI 22, are required.

Credits: 3

On Demand

HIS 197/198 Independent Study

Independent study enrollment requires Chair and Dean approval.

The pre-requisites of HIS 1 and HIS 2, or HHI 21 and HHI 22, are required.

Credits: 3

On Demand

HIS 203 Special Topics

Special Topics

Credits: 1

On Demand

Department of Political Science

Professors Ehrenberg (Chair), McSherry, Stevens Haynes, Sánchez
 Professors Emeriti DiMaio, Werner
 Assistant Professors Sheppard, Fahmy
 Adjunct Faculty: 6

The American Political Science Association has developed a broad description of the discipline. "Political Science," it says, "is the study of governments, public policies and political processes, systems, and political behavior." The profession's subfields include American politics, political philosophy, comparative politics, international relations and a host of related fields such as policy studies, political geography, political economy, and studies of particular countries or geographic areas. Political scientists use a variety of approaches to examine the process, systems and political dynamics of all countries and regions of the world.

Students majoring in the 128-credit B.A. in Political Science degree program, must complete a 30-credit course of study. Several required courses introduce students to the discipline's traditional subfields and to different methods of analysis. There is also considerable room for student choice within the major, and the department offers ample opportunities for independent study, honors theses and internships. Students also may earn a minor in the discipline with 12 credits.

Students with expertise in the study of politics are always in great demand. Government, law, politics, business, journalism, non-profit organizations and education are broad areas of employment for Political Science students. Political Science is a favorite major for prospective lawyers, and it leads to careers in teaching, journalism and government service. Large corporations are always looking for employees with expertise in the analysis of public affairs, and organizations as different as charities, foundations, the armed forces, non-profits and police departments are eager to hire Political Science majors. A major in Political Science also can lead to careers as lobbyists, pollsters and commentators to college professors, activists and consultants. Students eligible to graduate as Political Science majors with honors must be accepted into the Senior Honors Thesis Program (Political Science 190-191).

B.A. in Political Science

Bachelor of Arts Core Requirements Skills/Proficiency Requirements
 Completion of the skills/proficiency courses listed in the undergraduate bulletin depends solely on placement examination.

The Skills Proficiency Courses are:
DSM 01, DSM 09, ENG 13 or 13X, ENG 14 or 14X

DSM	01	Developmental Skills Mathematics 01	0.00
DSM	09	Developmental Skills Mathematics 09	0.00
ENG	13	English Composition	3.00
ENG	14	English Composition	3.00

Bachelor of Arts Core Curriculum Requirements
English Composition Core Requirement - Three credits from the following

ENG	16	English Composition	3.00
ENG	16X	English Composition for Nonnative Speakers	3.00

Core Seminar Requirement

COS	50	Idea Of The Human	3.00
-----	----	-------------------	------

Speech Core Requirement

SPE	3	Oral Communication	3.00
-----	---	--------------------	------

English Literature Core Requirement - Six credits from the following (a student must be in the Honors Program to take HEG 21 and HEG 22)

ENG	61	European Literatures I	3.00
ENG	62	European Literatures II	3.00
ENG	63	American Literatures	3.00
ENG	64	Non-Western Literatures	3.00
HEG	21	Literature of the Human Imagination	3.00
HEG	22	English Literature of the Human Imagination	3.00

Philosophy Core Requirement

PHI	61	Philosophical Explorations I	3.00
PHI	62	Philosophical Explorations II	3.00

History Core Requirement

HIS	1	History of Civilizations to 1500	3.00
HIS	2	History of Civilizations Since 1500	3.00

Social Science Core Requirement - Six credits from the following (a student must be in the Honors Program to take HSS 21 and HSS 22)

ANT	4	Physical Anthropology	3.00
ANT	5	Cultural Anthropology	3.00
ECO	1	Introduction to Economics	3.00
ECO	2	Introduction to Economics	3.00

HSS	21	Civilization and Social Institutions	3.00
HSS	22	Civilization and Social Institutions	3.00
POL	11	Power and Politics	3.00
PSY	3	Introduction to Psychology	3.00
SOC	3	Introduction to Sociology	3.00

Communication, Visual and Performing Arts Core Requirement - Three credits from the following (a student must be in the Honors Program to take HAR 21 or HAR 22)

ART	61	Introduction to Visual Art	3.00
DNC	61	Dance Through Time	3.00
HAR	21	Art, Music, and Dance in Social Context	3.00
HAR	22	Art, Music, and Dance in Social Context	3.00
MUS	61	Music and Culture	3.00
THE	61	The Theatrical Vision	3.00

Science Core Requirement

BIO	22	Biology and Modern Technology	3.00
CHM	21	Chemistry and Modern Technology	3.00
PHY	20	The Physical Universe	4.00

Mathematics Core Requirement - One course

MTH	15	Mathematical Tools and Their Use	4.00
MTH	16	Finite Mathematics	3.00

Orientation Seminar Core Requirement

OS	1	The University: Discovery and Change	1.00
----	---	--------------------------------------	------

Liberal Arts and Science Foreign Language Core Curriculum Requirements

Must complete 6 credits in one of the foreign language disciplines listed below.
Foreign Language Core Spanish

SPA	11	Introductory Spanish I	3.00
SPA	12	Introductory Spanish II	3.00

Foreign Language Core French

FRE	11	Introductory French I	3.00
FRE	12	Introductory French II	3.00

Foreign Language Core Italian

ITL	11	Introductory Italian I	3.00
ITL	12	Introductory Italian II	3.00

Foreign Language Core Honors Spanish - A student must be in the Honors Program to take the following

HLS	21	Honors Spanish	3.00
-----	----	----------------	------

HLS 22 Honors Spanish 3.00

Foreign Language Core Honors French - A student must be in the Honors Program to take the following

HLF 21 Honors French 3.00

HLF 22 HonorsFrench 3.00

Political Science Bachelor of Arts Major Requirements - 30 credits Political Science Major Grade Point Average

2.00 Major GPA Required

Political Science B.A. Requirements

Political Science (POL) 11 Required

POL 11 Power and Politics 3.00

One (1) Course From Political Science (POL) 150 or 151.

POL 150 World Politics 3.00

POL 151 American Foreign Policy 3.00

One (1) Course Required From Political Theory: POL 170 or 171

POL 170 Classical Political Theory 3.00

POL 171 Modern Political Theory 3.00

Political Science (POL) 185 is Required.

POL 185 Seminar: Political Inquiry 3.00

One (1) Course Required From American Institutions and Political Practices: POL 129-149

One (1) Course Required From International Relations-Foreign Policy: POL 152-159

One (1) Course Required From Foreign Political Systems Comparative Politics: POL 160-169

Students are encouraged to take additional theory courses from POL 170 -179

One (1) Course From The Social Science (SSC) 223, 224 Capstone Series is Required in the Senior Year.

Political Science Distribution

Requirement

To satisfy this requirement, the student must complete two courses numbered 100 or above in one of the following subjects: ECO, HIS, PSY, SOC, ANT.

Minor in Criminal Justice

Students in any school or department may pursue an academic minor in Criminal Justice. The minor is for students interested in entering the field of criminal justice or an associated field, including the practice of law; working for lawyers; employment in criminal courts, government agencies, and organizations related to criminal justice; social work as relating to criminal justice; and journalism involving criminal justice issues. Students, in consultation with the Political Science

Department, may construct their minor to supplement and complement their major, and courses taken for the minor may be used, whenever appropriate, to satisfy elective, distribution, or major requirements.

The following courses are recommended:

Political Science 126 - American Constitutional Law

Political Science 129 - Civil Liberties and the American Constitution

Political Science 130 - The American Judicial System

Political Science 132 - The Administration of Criminal Justice

Political Science 133 - Rights of the Accused

Political Science 134 - Police and Public

Political Science 139 - Prisons and Prisoners

Political Science 173 - American Political Thought

Sociology 127 - Deviant Behavior

Sociology 128 - Criminology

For further information, consult the Chair of the Political Science Department.

Minor in Political Science

A Political Science minor requires 12 POL credits at or above the 100 level

Political Science Courses

POL 11 Power and Politics

An introduction to the world of politics and power, from the workplace to the United States Supreme Court. Topics include the family, the community, the evolution of the nation-state, forms of political organization, state and federal governments, the Constitution, Congress, the presidency, and other political institutions and formations.

Credits: 3

Every Fall and Spring

POL 120 Power in America

What is the nature of power in American society? How is it distributed? How is it used? An examination of the different theories of social, economic and political power; the interrelationships among those types of power; the role of race and culture; and the effective use of power.

The pre-requisite of POL 11, or HSS 21, or HSS 22 is required.

Credits: 3

Alternate Years

POL 121 The Legislative Process

An analysis of lawmaking at city, state and national levels. The impact of interests and constituents upon legislators is considered. Selected laws are evaluated through all stages.

The pre-requisite of POL 11, or HSS 21, or HSS 22 is required.

Credits: 3

Alternate Years

POL 122 Presidential Elections

This course will study American presidential elections to investigate the applicability of electoral realignment theory. At the end of each session we will attempt to arrive at a consensus as to whether the election in question best represented the theoretical criteria of critical election; deviating, maintaining or realigning election; or component of secular realignment.

The pre-requisite of POL 11, or HSS 21, or HSS 22 is required.

Credits: 3

Alternate Years

POL 123 Political Parties and Political Behavior

A study of the role of political parties in American government, including problems with respect to organization, finance, campaigns, issues and candidates; their relationship to the citizen-voter; and trends in recent studies on political leadership, election research and political behavior.

The pre-requisite of POL 11, or HSS 21, or HSS 22 is required.

Credits: 3

Alternate Years

POL 124 The Media and American Politics

An evaluation of the role of the media in American political life. Emphasis is on the effect of the media on leading domestic and foreign policy issues, including racism, McCarthyism, the Civil Rights Movement, Vietnam and Watergate. Media personalities who helped shape the national conscience are examined.

The pre-requisite of POL 11, or HSS 21, or HSS 22 is required.

Credits: 3

Alternate Years

POL 125 The American Presidency

A study of executive powers and decision making; leadership and the electoral process; and the relationship of the President to pressure groups, political parties and the states.

The pre-requisite of POL 11, or HSS 21, or HSS 22 is required.

Credits: 3

Alternate Years

POL 127 Women in 20th Century American Politics

An analysis of the emergence and development of women as a force in contemporary American politics. Political participation, voting behavior and other areas will be considered.

The pre-requisite of POL 11, or HSS 21, or HSS 22 is required.

Credits: 3

On Occasion

POL 130 The American Judicial System

A study of the function, structure and decision-making process in federal and state courts.

The pre-requisite of POL 11, or HSS 21, or HSS 22 is required.

Credits: 3

On Occasion

POL 132 Administration of Criminal Justice

A study of the agencies that play significant roles in determining the reality of criminal justice in the United States. Topics include crime statistics, the police, criminal courts, correctional institutions, juvenile justice, organized crime, crimes without victims, and conflicting evaluations of American systems of administering criminal justice.

The pre-requisite of POL 11, or HSS 21, or HSS 22 is required.

Credits: 3

Rotating Basis

POL 133 Rights of the Accused

An examination into the legal rights of persons accused of crimes. Topics include arrests wire-tapping, searches, right to bail, stop-and-frisk laws, right to counsel, privilege against self-incrimination, right to a jury trial, and right to a fair sentence.

The pre-requisite of POL 11, or HSS 21, or HSS 22 is required.

Credits: 3

Rotating Basis

POL 134 Police and Public

A study of the origins, roles and functions of the policing system. Police and youth, minorities and the general public, departments' organization and control, and professional training and behavior are covered.

The pre-requisite of POL 11, or HSS 21, or HSS 22 is required.

Credits: 3

Rotating Basis

POL 139 Prisons and Prisoners

A study of the origins and development of corrections. Myths and realities; sentencing, probation, imprisonment and parole; and prisoner rights are examined. City, state and federal systems are reviewed.

The pre-requisite of POL 11, or HSS 21, or HSS 22 is required.

Credits: 3

Rotating Basis

POL 140 Public Administration

A study of organization and management in executive departments and agencies. Topics include bureaucracy, policy formation, planning, budgeting and program implementation. Case studies illustrate administrative theories and practices.

The pre-requisite of POL 11, or HSS 21, or HSS 22 is required.

Credits: 3

On Occasion

POL 143 Urban Politics and Problems

A study of the urbanization process and urban institutions. Topics include ethnic, brokerage and reform politics; powers of mayors and councils; and suburbia. Critical problems, including state and

federal issues, are discussed.

The pre-requisite of POL 11, or HSS 21, or HSS 22 is required.

Credits: 3

On Occasion

POL 144 State and Local Government

A study of the structure and operation of departments, legislatures and courts. City-state relations and the nature of federalism are considered, along with the roles of mayors, governors, interest groups and unions.

The pre-requisite of POL 11, or HSS 21, or HSS 22 is required.

Credits: 3

Alternate Years

POL 145 Ethnic Politics

A survey of the role of ethnic groups in the American political system. Among the topics for analysis are ethnic roles in party organization; ethnic politicians; ethnic voting; conventional and militant ethnic organizations; ethnic issues in housing, education and employment; inter- and intra-ethnic conflict; the ethnic press; and other selected topics.

The pre-requisite of POL 11, or HSS 21, or HSS 22 is required.

Credits: 3

Alternate Years

POL 146 The Politics of the Civil Rights Movement

An examination of the politics of democratic leadership, with special emphasis on the evolution of the American Civil Rights Movement. Special emphasis is placed on the relationship between Martin Luther King and the movement he led.

The pre-requisite of POL 11, or HSS 21, or HSS 22 is required.

Credits: 3

Alternate Years

POL 147 The Dynamics of Political Leadership

An exploration of the broad range of political leadership in communities, countries and the world, with a particular eye to identifying critical elements in the relationship between leaders and followers.

The pre-requisite of POL 11, or HSS 21, or HSS 22 is required.

Credits: 3

On Occasion

POL 148 Political Leaders and Community: A Practicum

The application of the theory of group leader process to real group and leadership experiences in the community. Students use participant observation, focus group meetings and other methods to probe the group-leader dynamic in formal and informal settings. Includes participation in community organizations and interviews or meetings with community residents or leaders who take action on particular policy concerns.

The pre-requisite of POL 11, or HSS 21, or HSS 22 is required.

Credits: 3

On Occasion

POL 150 World Politics

Introduction to the systematic study of international relations. The nature of state behavior in the international system -- its parameters, major actors, forces and patterns of conflict and cooperation -- are reviewed. The major theories of international relations are examined. Cycles of "hegemonic" leadership and the origins, scope and future direction of the international system are considered.

The pre-requisite of POL 11, or HSS 21, or HSS 22 is required.

Credits: 3

Alternate Years

POL 151 American Foreign Policy

An introduction to the sources, processes, policies, goals and debates in American foreign policy since World War II. The focus is on the globalization of American foreign policy, the development of the Cold War, and American foreign policy in the Third World.

The pre-requisite of POL 11, or HSS 21, or HSS 22 is required.

Credits: 3

Alternate Years

POL 153 International Political Economy

An introduction to the study of political economy: the interrelationships between politics and economics demonstrated by in an examination of current issues, including development in the global South, economic restructuring in formerly Communist countries, foreign aid, the roles of transnational corporations, the International Monetary Fund and the World Bank, and the question of the link between democracy and free markets. A review is conducted of major theoretical approaches and methodologies.

The pre-requisite of POL 11, or HSS 21, or HSS 22 is required.

Credits: 3

Alternate Years

POL 154 Human Rights in International Politics

A study of the role of human rights in international politics and the impact of human rights considerations on foreign and domestic policies of states; the study of conceptual and historical issues, including the struggle between human rights claims and state sovereignty, the Cold War and the politicization of human rights, and the significance of grassroots human rights movements in the world; and the role of the United Nations and non-governmental organizations. An analysis is made of case studies of human rights abuses and reactions of the international community.

The pre-requisite of POL 11, or HSS 21, or HSS 22 is required.

Credits: 3

Alternate Years

POL 157 Intelligence and Covert Operations in U.S. Foreign Policy

An examination of the use of intelligence in government decision making and covert operations in U.S. foreign policy as a middle ground between diplomacy and direct military intervention. The methods of intelligence gathering, analysis and operations and the how and why policy-makers decide on the option of covert action are explored, as are the tensions between secrecy and democratic accountability; foreign policy decisions and strategic choices; the role of the CIA and its key missions; espionage, counterintelligence and covert operations; and other civilian and military intelligence bodies. Case studies of covert operations are reviewed.

The pre-requisite of POL 11, or HSS 21, or HSS 22 is required.

Credits: 3

On Occasion

POL 159 Geopolitics

This course will introduce the basic principles behind the concept of geopolitics in order to help students gain a better understanding of the environmental and geological forces that have shaped the political, economic and social trajectories of human societies throughout recorded history. It will examine how our ongoing interaction with these forces continues to shape our world today and ask whether modern science and technology has altered this balance or if the same patterns are simply repeating themselves on a larger scale.

The pre-requisite of POL 11, or HSS 21, or HSS 22 is required.

Credits: 3

Alternate Years

POL 161 Concepts and Theories in Comparative Politics

A review of the basic theoretical frameworks, concepts, approaches and methodologies in comparative politics. The study of major authors, key texts and theories, including modernization, political culture, corporatism, dependency, bureaucratic authoritarianism, rational choice, democratic transition theory and others is conducted. Comparative analysis is made of distinctive political systems and their development.

The pre-requisite of POL 11, or HSS 21, or HSS 22 is required.

Credits: 3

On Occasion

POL 164 Latin American Politics

The politics of Latin America in revolution and reform, military coups and democracy movements, human rights struggles and experiments with economic models from socialism to laissez-faire capitalism. The political, social and economic developments in Latin America are examined, with special attention to historical antecedents, recent

democratization processes, social and economic conditions, the role of the military, and current issues, such as the impact of globalization. The effects of American foreign policy and major theories explaining Latin American development and politics are also included.

The pre-requisite of POL 11, or HSS 21, or HSS 22 is required.

Credits: 3

Alternate Years

POL 166 The Politics of Development

A study of the process of modernization and development, with examples from Latin America, Africa and Asia. The relationship between politics and economics, socialism and capitalism, and peasant, intellectual and bureaucracy are examined.

The pre-requisite of POL 11, or HSS 21, or HSS 22 is required.

Credits: 3

On Occasion

POL 167 Revolutionary Theory and Governments

An examination of the various approaches and theories of revolution developed to explain the major political and social revolutions and upheavals of our time. Revolutions can be studied for what they reveal about the political process, the breakdown of that process, the role of the state, international and domestic factors, the function of ideology and socio-political change. The most prominent theories about revolution and an analysis of the historical/sociological and ideological elements of revolution in specific cases.

The pre-requisite of POL 11, or HSS 21, or HSS 22 is required.

Credits: 3

On Occasion

POL 170 Classical Political Theory

An analysis of political thought from Socrates through the Middle Ages. Special focus is on the position of the individual, authority of the state, citizenship, liberty and order.

The pre-requisite of POL 11, or HSS 21, or HSS 22 is required.

Credits: 3

Alternate Years

POL 171 Modern Political Theory

An exploration of political thought from Machiavelli through Marx. Questions of liberty, authority, obligation, the individual and the state are examined.

The pre-requisite of POL 11, or HSS 21, or HSS 22 is required.

Credits: 3

Alternate Years

POL 173 American Political Thought

An examination of American political thought with respect to constitution-making, rights, the federal union, and trends in liberalism and conservatism.

The pre-requisite of POL 11, or HSS 21, or HSS 22 is required.

Credits: 3

On Occasion

POL 174 Contemporary Political Theory

An examination of the major trends in twentieth century political theory. Focus is on democratic thought, postmodernism, feminism, theories of justice, communitarianism, and liberal individualism, among others.

The pre-requisite of POL 11, or HSS 21, or HSS 22 is required.

Credits: 3

On Occasion

POL 175 Comparative Democratic Theory

A contextual and theoretical study of the development and maturation of modern democratic theory. Focus is on the development and critique of rights-based democratic theory and the problems associated with theories of justice, communitarianism, feminism and others.

The pre-requisite of POL 11, or HSS 21, or HSS 22 is required.

Credits: 3

On Occasion

POL 176 Marxism

A historical and theoretical introduction to the work of Karl Marx and Frederick Engels. The course examines the economic, political and ideological environment in which Marxism developed; considers Marx's and Engels' work in philosophy, economic history, politics, and ideology; and evaluates the content of their activities.

The pre-requisite of POL 11, or HSS 21, or HSS 22 is required.

Credits: 3

Alternate Years

POL 181 Contemporary Islamic Movements

An examination of the origin, nature, influence and future of contemporary Islamic political movements.

The pre-requisite of POL 11, or HSS 21, or HSS 22 is required.

Credits: 3

On Occasion

POL 182 The Iraq War

This course is designed to help students understand and interpret the U.S. invasion and occupation of Iraq. The course examines a range of issues surrounding the war, including neoconservative ideology, the invasion from the perspective of Iraqis as well as other governments, the U.S. use of torture, and the impact of the war on civil liberties at home.

The pre-requisite of POL 11, or HSS 21, or HSS 22 is required.

Credits: 3

On Occasion

POL 185 Seminar: Political Inquiry

An analysis of the different ways political scientists

ask questions and study politics. Emphasis is on understanding the major theoretical frameworks in the study of politics and the application of those theories to an important research problem in politics. Open to juniors and seniors only.

The pre-requisite of POL 11, or HSS 21, or HSS 22 is required.

Credits: 3

Every Spring

POL 190 Senior Honors Thesis

A year long program of work with a faculty mentor in shaping a thesis idea, developing a methodology, and writing a research thesis. To be eligible, students must be seniors with a major grade point average of 3.25 or better and an overall cumulative grade point average of 3.00 or better and have approval of the Political Science Department. Required for students wishing to graduate with honors as a Political Science major. Political Science 190 and 191 must be completed.

The pre-requisite of POL 11, or HSS 21, or HSS 22 is required.

Credits: 3

Every Fall

POL 191 Senior Honors Thesis

A year long program of work with a faculty mentor in shaping a thesis idea, developing a methodology, and writing a research thesis. To be eligible, students must be seniors with a major grade point average of 3.25 or better and an overall cumulative grade point average of 3.00 or better and have approval of the Political Science Department. Required for students wishing to graduate with honors as a Political Science major. Political Science 190 and 191 must be completed.

The pre-requisite of POL 11, or HSS 21, or HSS 22 is required.

Credits: 3

Every Spring

POL 195 Honors Study

Honors study is designed to give outstanding students an opportunity to do independent work in their major under the guidance of a member of the faculty. There are no regular class meetings. To be eligible, students must have upper-junior or senior status, a cumulative quality-point ration of 3.00 and a 3.25 ration in their major subject, and the permission of the Chair of the Department and the Dean. A total of six credits of Honors Study is the maximum allowed.

Credits: 3

All Sessions

POL 196 Honors Study

Honors study is designed to give outstanding students an opportunity to do independent work in their major under the guidance of a member of the faculty. There are no regular class meetings. To be eligible, students must have upper-junior or senior status, a cumulative quality-point ration of 3.00 and a 3.25 ration in their major subject, and the permission of the Chair of the Department and the

Dean. A total of six credits of Honors Study is the maximum allowed.

The pre-requisite of POL 11, or HSS 21, or HSS 22 is required.

Credits: 3

Every Spring

POL 197 Independent Study/Internship

Research associated with working assignments closely related to the student's specific courses.

Students may develop internships. Requires approval of the Departmental chair and the Dean.

The pre-requisite of POL 11, or HSS 21, or HSS 22 is required.

Credits: 3

Every Fall

POL 198 Independent Study/Internship

Research associated with working assignments closely related to the student's specific courses.

Students may develop internships. Requires approval of the Departmental chair and the Dean.

The pre-requisite of POL 11, or HSS 21, or HSS 22 is required.

Credits: 3

Every Spring

POL 200 Series Select Topics in Political Science

An opportunity to explore selected critical issues, problems and frontiers in political science. Topics vary from year to year.

The pre-requisite of POL 11, or HSS 21, or HSS 22 is required.

Credits: 3

All Sessions

POL 201 International Organization

An examination of the United Nations and associated international institutions.

Credits: 3

Every Fall and Spring

Department of Psychology

Professors Duncan, Fudin, Hurvich, Kose (Director, M.A. Program), Magai (Dean of Graduate Research), Papouchis (Director, Ph.D. Program), Penn (Director, LIU Psychological Services Center), Ramirez, Samstag, Schuman Professor Emeriti Allen, McGuire, Ritzler Associate Professors Kudadjie-Gyamfi (Chair), Wong

Assistant Professors Haden, Meehan, Saunders, Cain

Adjunct Faculty: 10

Many of the problems that we face in society are problems that deal with behavior. These problems, including poor interpersonal relationships, self-destructive behaviors, and violence (at home or on the street), are examples of problems that psychology addresses. Psychologists strive first to describe, understand and explain behavior. As well, psychologists contribute solutions to such problems through careful collection of data, analysis of data, and development of intervention strategies.

The Psychology Department offers education and training in understanding emotions and behavior, at the undergraduate, master's and doctoral levels. The department is comprised of 16 full-time faculty members who teach at all levels of the department. Research training is available through independent study with faculty members.

The **128-credit B.A. in Psychology** provides students with a broad understanding of the principles that explain human behavior and interaction. In addition to learning the content material specific to understanding why human and non-human animals behave the way they do, the degree also equips our students with much needed skills that employers in many fields need. These skills include research and writing skills, problem solving skills, and, well-developed, higher-level thinking ability as evidenced in analyzing, synthesizing, and evaluating information. As such, in addition to working directly in psychology-related fields such as counseling, and teaching, our students also find jobs in administrative support, public affairs, education, business, sales, service industries, health, the biological sciences, and computer programming. They also work as employment counselors, correction counselor trainees, interviewers, personnel analysts, probation officers, and writers. The major requires 31 credits in psychology courses, including courses in contemporary systems of psychology, statistics, and experimental design.

About the Field of Psychology

Psychology is a science that studies the behavior of both human and nonhuman animals. It is a broad discipline that examines subject matter ranging from biology to sociology. "Biology studies the structures and functions of living organisms. Sociology examines how groups function in society. Psychologists study the

intersection of two critical relationships in these subject areas: one between brain function and behavior, and one between the environment and behavior" (American Psychological Association, 2003). Psychologists follow scientific methods, in which careful observation, experimentation, and analysis are used to develop and test theories through research. The field of Psychology has many subfields, including clinical, counseling, cognitive and perceptual, developmental, educational, experimental, evolutionary, and engineering psychology. Other subfields are forensic, health, neuropsychology, industrial/organizational, quantitative and measurement, rehabilitation, and, social psychology. Learn more about the field of Psychology from Careers in Psychology (apa.org/careers/resources/guides/careers.pdf) published by the American Psychological Association (apa.org).

B.A. in Psychology

Bachelor of Arts Core Requirements Skills/Proficiency Requirements

Completion of the skills/proficiency courses listed in the undergraduate bulletin depends solely on placement examination.

The Skills Proficiency Courses are:

DSM 01, DSM 09, ENG 13 or 13X, ENG 14 or 14X

DSM	01	Developmental Skills Mathematics 01	0.00
DSM	09	Developmental Skills Mathematics 09	0.00
ENG	13	English Composition	3.00
ENG	14	English Composition	3.0

Bachelor of Arts Core Curriculum Requirements

English Composition Core Requirement - Three credits from the following

ENG	16	English Composition	3.00
ENG	16X	English Composition for Nonnative Speakers	3.00

Core Seminar Requirement

COS	50	Idea Of The Human	3.00
-----	----	-------------------	------

Speech Core Requirement

SPE	3	Oral Communication	3.00
-----	---	--------------------	------

English Literature Core Requirement - Six credits from the following (a student must be in the Honors Program to take HEG 21 or HEG 22)

ENG	61	European Literatures I	3.00
ENG	62	European Literatures II	3.00
ENG	63	American Literatures	3.00
ENG	64	Non-Western Literatures	3.00

HEG	21	Literature of the Human Imagination	3.00
-----	----	-------------------------------------	------

HEG	22	English Literature of the Human Imagination	3.00
-----	----	---	------

Philosophy Core Requirement

PHI	61	Philosophical Explorations I	3.00
-----	----	------------------------------	------

PHI	62	Philosophical Explorations II	3.00
-----	----	-------------------------------	------

History Core Requirement

HIS	1	History of Civilizations to 1500	3.00
-----	---	----------------------------------	------

HIS	2	History of Civilizations Since 1500	3.00
-----	---	-------------------------------------	------

Social Science Core Requirement - Psychology majors must take PSY 3 and three additional credits from the following (a student must be in the Honors Program to take HSS 21 or HSS 22)

ANT	4	Physical Anthropology	3.00
-----	---	-----------------------	------

ANT	5	Cultural Anthropology	3.00
-----	---	-----------------------	------

ECO	1	Introduction to Economics	3.00
-----	---	---------------------------	------

ECO	2	Introduction to Economics	3.00
-----	---	---------------------------	------

HSS	21	Civilization and Social Institutions	3.00
-----	----	--------------------------------------	------

HSS	22	Civilization and Social Institutions	3.00
-----	----	--------------------------------------	------

POL	11	Power and Politics	3.00
-----	----	--------------------	------

PSY	3	Introduction to Psychology	3.00
-----	---	----------------------------	------

SOC	3	Introduction to Sociology	3.00
-----	---	---------------------------	------

Communication, Visual and Performing Arts Core Requirement - Three credits from the following (a student must be in the Honors Program to take HAR 21 or HAR 22)

ART	61	Introduction to Visual Art	3.00
-----	----	----------------------------	------

DNC	61	Dance Through Time	3.00
-----	----	--------------------	------

HAR	21	Art, Music, and Dance in Social Context	3.00
-----	----	---	------

HAR	22	Art, Music, and Dance in Social Context	3.00
-----	----	---	------

MUS	61	Music and Culture	3.00
-----	----	-------------------	------

THE	61	The Theatrical Vision	3.00
-----	----	-----------------------	------

Students in the Psychology Plan May Choose One of the Following Two Options to Complete Their Science Core Requirement.

BIO	3	Life: Its Origin, Maintenance and Future	4.00
-----	---	--	------

BIO	4	Life: Its Origin, Maintenance and Future	4.00
-----	---	--	------

or

BIO	22	Biology and Modern Technology	3.00
CHM	21	Chemistry and Modern Technology	3.00
PHY	20	The Physical Universe	4.00

Mathematics Core Requirement - One course from the following

MTH	15	Mathematical Tools and Their Use	4.00
MTH	16	Finite Mathematics	3.00

Orientation Seminar Core Requirement

OS	1	The University: Discovery and Change	1.00
----	---	--------------------------------------	------

Liberal Arts and Science Foreign Language Core Curriculum Requirements

Must complete 6 credits in one of the foreign language disciplines listed below.

Foreign Language Core Spanish

SPA	11	Introductory Spanish I	3.00
SPA	12	Introductory Spanish II	3.00

Foreign Language Core French

FRE	11	Introductory French I	3.00
FRE	12	Introductory French II	3.00

Foreign Language Core Italian

ITL	11	Introductory Italian I	3.00
ITL	12	Introductory Italian II	3.00

Foreign Language Core Honors Spanish - A student must be in the Honors Program to take the following

HLS	21	Honors Spanish	3.00
HLS	22	Honors Spanish	3.00

Foreign Language Core Honors French - A student must be in the Honors Program to take the following

HLF	21	Honors French	3.00
HLF	22	Honors French	3.00

Psychology Bachelor of Arts Major Requirements

**Major Grade Point Average
2.00 Major GPA Required.**

Psychology BA Core Requirements

The following three (3) courses are required, (students must receive a grade of C or better in PSY 150 to enroll in PSY 151)

PSY	125	Contemporary Systems of Psychology	3.00
PSY	150	Statistics in Psychology	3.00
PSY	151	Experimental Psychology	4.00

Psychology BA Major Requirements

A minimum of six (6) upper-level Psychology courses totaling eighteen (18) credits are required

Social Science Capstone Course Requirement

SSC	223	Capstone Seminar in the Social Sciences	3.00
SSC	224	Capstone Seminar in Social Seminar	3.00

Psychology Distribution Requirement

Six credits or two courses of upper-level Biology (BIO) or
Six credits or two courses of upper-level Philosophy (PHI) or
Six credits or two courses of upper-level Sociology (SOC) or
Six credits or two courses of upper-level Teaching & Learning (TAL)

Minor in Psychology

A Psychology minor requires 12 PSY credits at or above the 100 level, in addition to the core PSY 3 class

Psychology Courses

PSY 3 Introduction to Psychology

An introduction to the basic concepts and empirical data in the scientific study of human behavior, including a study of the bio-social basis of behavior and personality development, the measurement of individual differences, processes of learning, sensori-motor functions, social interaction, and emotional conflict and adjustment.
Credits: 3
Every Semester

PSY 107 Developmental Psychology I

An examination of human development from birth through the adolescent years. Topics covered include social-emotional development and changes in intellectual functioning. Also considered are special issues such as infant care, schooling and the effects of the community on development. Not open to students who have completed Teaching and Learning 250.
The pre-requisite of PSY 3 or HPS 21 is required.
Credits: 3
Every Semester

PSY 108 Developmental Psychology II

A lifespan approach to human development and an examination of development from puberty through adulthood to old age. Topics discussed focus on crucial issues throughout that period, such as the establishment of a career, the influence of family and community, retirement, and the impact of conception and death. This course should be taken in the semester immediately following the semester

in which Psychology 107 was completed.
The pre-requisite of PSY 3 or HPS 21 is required.
Credits: 3
Every Semester

PSY 109 Personality

A study of the dynamics of personality adjustment, with an analysis of constitutional and environmental interaction in personal development, with some attention to different theoretical viewpoints.
The pre-requisite of PSY 3 or HPS 21 is required.
Credits: 3
Every Semester

PSY 110 Abnormal Psychology

An examination of the significance of deviant behavior in modern life, with detailed attention to major behavior disorders such as mental deficiency, psycho-neurosis, psychosis and antisocial behavior. Individual cases are studied to illustrate general principles of causation, diagnosis, treatment and prevention, with attention to the role of the clinical psychologist. Field trips to mental hospitals may be included. Prerequisite: Psychology 109.
The pre-requisite of PSY 3 or HPS 21 is required.
Credits: 3
Every Semester

PSY 112 Organizational Psychology

The application of psychological principles and techniques in business and industry, including standard personnel procedures and management-personnel problems.
The pre-requisite of PSY 3 or HPS 21 is required.
Credits: 3
On Occasion

PSY 113 Social Psychology

A study of human nature and behavior as influenced by the social environment, emphasizing the relationship of culture and personality and the psychological implications of individual and group differences. The theoretical and methodological bases of applications of behavioral science to social problems are examined.
The pre-requisite of PSY 3 or HPS 21 is required.
Credits: 3
Every Semester

PSY 115 Group Dynamics

A review of principles and research findings on interpersonal relationships and social interests in small groups as well as social institutions and culture and their applications to education, community action, and political life.
The pre-requisite of PSY 3 or HPS 21 is required.
Credits: 3
On Occasion

PSY 116 Introduction to Clinical Practice

A survey of the mental health professions; past, present, and future roles of the clinical psychologist; assessment and treatment; and major research issues. Concurrent practicum experience

may be required. Designed primarily for psychology majors who plan to do graduate work in one of the mental health professions, particularly clinical psychology.

Pre-requisite of PSY 3, PSY 109 and PSY 110 are required.

Credits: 3

On Occasion

PSY 117 Psychology of Women

An examination of the relevance of gender to the experiences of the individual and the overall functioning of society. Theories that come from all major areas of psychology-physiological, comparative, cognitive, developmental, personality - provide insight into the position of women in culture. The primary objective is to use historical, theoretical and comparative information to understand current gender relations. Same as HUM 117.

The pre-requisite of PSY 3 or HPS 21 is required.

Credits: 3

On Occasion

PSY 118 Biopsychology

An examination of the neuro-anatomical, neuro-chemical and neuro-physiological correlates of behavior. After reviewing the structure and function of the nervous system, neural communication, and research and clinical methods, the focus is on sensory and motor systems; sleep; reproductive, emotional and ingestive behaviors; learning and memory; language; and selected mental disorders.

The pre-requisite of PSY 3 or HPS 21 is required.

Credits: 3

On Occasion

PSY 119 Psychology of Art

An exploration of the psychological aspects of both the creation and interpretation of art, focusing mainly, but not exclusively, on modern and postmodern visual art and its relation to modern life. Topics include basic concepts and problems in the psychology and philosophy of art, the role of modern art in contemporary society, and the relationship of the artistic imagination to other forms of creativity. In addition, opportunities are provided to view, experience and comment on art exhibits in the New York City area.

The pre-requisite of PSY 3 or HPS 21 is required.

Credits: 3

On Occasion

PSY 120 Psychology of Perception

A review of selected theories of perception as well as certain philosophical questions that bear upon such theories and experimental findings. The development of perceptual processes and personality aspects involved in perceptual processes (e.g., cognitive styles) is also covered.

The pre-requisite of PSY 3 or HPS 21 is required.

Credits: 3

On Occasion

PSY 121 Learning and Memory

An examination of historical and current theories and research in learning and memory. Behavioral, cognitive and psychoanalytic perspectives are included, and influences of culture, pathology and development on learning and memory are discussed-all leading to an examination of how such information can be used in education, treatment and everyday life.

The pre-requisite of PSY 3 or HPS 21 is required.

Credits: 3

On Occasion

PSY 122 Tests and Measurement

An examination of the theory and practice of measurement, the construction and employment of tests, and the assets and deficiencies of tests and testing. May include a study of one or more commonly used psychological tests.

The pre-requisites of PSY 3 or HPS 21, and PSY 109 are required.

Credits: 3

On Occasion

PSY 123 Introduction to Behavior Modification

An introduction to behavior modification, including the learning principles underlying treatment of behavioral disorders. Treatment strategies are considered in the following settings: schools, prisons, hospitals, outpatient clinics.

Psychology 121 is recommended before this course.

The pre-requisite of PSY 3 or HPS 21 is required.

Credits: 3

On Occasion

PSY 124 Cross-Cultural Issues in Psychology

An introduction to issues of particular significance to different cultural groups in the United States and elsewhere. Cultural differences related to the psychology of the individual and family, norms, and mental health issues, as well as dominant and minority group membership issues are discussed.

The pre-requisite of PSY 3 or HPS 21 is required.

Credits: 3

On Occasion

PSY 125 Contemporary Systems of Psychology

A review in depth of the philosophic roots as well as the major contemporary schools of thought in psychology, such as behaviorism, psychoanalysis, existentialism, gestalt, and bio-social theory. Comparisons are made of the various schools, and appraisals of specific contemporary issues, with special attention to the leading proponents of each school, are conducted.

The pre-requisite of PSY 3 or HPS 21 is required.

Credits: 3

Every Semester

PSY 126 Psychology and the Law

An examination of the various ways in which psychology and criminal and civil law interact. Topics include the insanity defense and competence to stand trial, the legal rights of mentally ill persons (e.g., involuntary

hospitalization), predicting potential violence, the death penalty, sex crimes and offenders, eyewitness identification, hypnosis and polygraph testing, jury selection and jury law.

The pre-requisite of PSY 3 or HPS 21 is required.

Credits: 3

On Occasion

PSY 127 Cognition

A survey of the history, theories and methods of cognitive psychology. An examination is made of such topics as attention, thinking, problem solving and memory. Applications to computer systems theory are covered.

The pre-requisite of PSY 3 or HPS 21 is required.

Credits: 3

On Occasion

PSY 128 Fieldwork in Psychology

Students perform eight hours of supervised volunteer work per week in applied psychology in an approved community/ social service agency-for example daycare center, drug abuse center, program for pregnant teenagers. In conjunction with the supervised experience, students meet as a group once a week to integrate what they are doing with the more traditional theoretical/academic work. Prerequisite: At least 15 credits in advanced Psychology.

The pre-requisite of PSY 3 or HPS 21 is required.

Credits: 3

On Occasion

PSY 150 Statistics in Psychology

A study of statistical concepts and techniques employed by the psychologist, including measure of central tendency, variability, relative position and association; concepts of probability and sampling; and techniques of estimation and hypothesis-testing. Prerequisite for Experimental Psychology; a grade of C or better is needed in this course in order to take Experimental Psychology.

Pre-requisites of MTH 10 or MTH 15 or MTH 16 are required.

Credits: 3

Every Semester

PSY 151 Experimental Psychology

A survey of the methods used in psychological research. Students learn how to design and conduct experiments, to analyze the results, and to write research reports in standard American Psychological Association format. Discussions include such issues as the use of the methods appropriate to the kind of question raised and the way research methods influence the kind of information obtained.

Pre-requisites of PSY 3 and PSY 150 are required.

Credits: 4

Every Semester

PSY 180 Honors: Professional Ethics

This seminar discusses various theoretical and practical issues in psychology. Problems of ethics and the role of the psychologist receives particular

attention.

The pre-requisite of PSY 3 or HPS 21 is required, and a cumulative GPA of 3.0 or greater.

Credits: 3

On Occasion

PSY 181 Advanced Research Design and Statistics

This course is an advanced class that assumes some knowledge of general experimental psychology and introduces students to more advanced research designing, data collection techniques and data analysis such as multivariate analysis.

The pre-requisite of PSY 3 or HPS 21 is required, and a cumulative GPA of 3.0 or greater.

Credits: 3

On Occasion

PSY 182 Honors Seminar: Working With Statistical Software

This seminar will cover the basic operations of the most commonly used computer software for statistical procedures in psychological studies. Students will get experience with basic data entry, preparation and analysis. Also, some of the more commonly used advanced procedures will be covered.

The pre-requisite of PSY 3 or HPS 21 is required.

Credits: 1

On Occasion

PSY 184 Life Span Developmental Psychology

This seminar is an examination and discussion of theories and experiences of developmental processes that occur during an individual's lifespan, from prenatal development through old age.

The pre-requisite of PSY 3 or HPS 21 is required, and a cumulative GPA of 3.0 or greater.

Credits: 3

On Occasion

PSY 185 Advanced Psychopathology

A general survey of the field of adult psychopathology. An exploration of the classification, description, etiology, and treatment of adult psychological disorders, as presented in the current edition of DSM. Includes an examination of the literature and research in the area.

The pre-requisite of PSY 3 or HPS 21 is required, and a cumulative GPA of 3.0 or greater.

Credits: 3

On Occasion

PSY 189 Biofeedback and Self-Regulation

Biofeedback is a psychotherapeutic modality which provides individuals with information about certain aspects of their physiological functioning as an aid in treating a variety of conditions including stress, anxiety, ANHD, headache, Reynaud's disease, etc. This course provides an introduction to biofeedback principles and practice and fulfills the knowledge domain requirements recommended set forth by the Biofeedback Certification Institute of America for biofeedback technicians.

The pre-requisite of PSY 3 or HPS 21 is required.

Credits: 3

On Occasion

PSY 190 Senior Seminar for Psychology Majors

Extensive readings and discussions of special topics with one or more members of the Psychology Department. Limited to psychology majors with a quality-point ratio of 3.0 or better and no more than 20 students.

The pre-requisite of PSY 3 or HPS 21 is required.

Credits: 3

On Occasion

PSY 192 Computer Techniques

This course is an introduction to the use of statistical software for data management and analysis in psychological studies. Students will get experience with basic data entry, preparation and analysis. Includes a focus on SPSS.

The pre-requisite of PSY 3 or HPS 21 is required, and a cumulative GPA of 3.0 or greater.

Credits: 1

On Occasion

PSY 193 Seminar in Motivation and Emotion

This seminar involves a critical review of the current literature, theories and problems concerning emotions and motivation, and how they impact human behavior.

The pre-requisite of PSY 3 or HPS 21 is required, and a cumulative GPA of 3.0 or greater.

Credits: 3

On Occasion

PSY 195 Honors Study

Honors Study is designed to give outstanding students an opportunity to do independent work in their major under the guidance of a member of the faculty. There are no regular class meetings. To be eligible, students must have upper-junior or senior status, a cumulative quality-point ratio of 3.00 and a 3.25 ratio in their major subject, and the permission of the Chair of the Department and the Dean. A total of six credits of Honors Study is the maximum allowed. Three credits per semester.

The pre-requisite of PSY 3 or HPS 21 is required, and a cumulative GPA of 3.0 or greater.

Credits: 3

On Occasion

PSY 196 Honors Study

Honors Study is designed to give outstanding students an opportunity to do independent work in their major under the guidance of a member of the faculty. There are no regular class meetings. To be eligible, students must have upper-junior or senior status, a cumulative quality-point ratio of 3.00 and a 3.25 ratio in their major subject, and the permission of the Chair of the Department and the Dean. A total of six credits of Honors Study is the maximum allowed.

The pre-requisite of PSY 3 or HPS 21 is required, and a cumulative GPA of 3.0 or greater.

Credits: 3

On Occasion

PSY 197 Independent Study

Independent Study is designed to give students an opportunity to do independent work in their major under the guidance of a member of the faculty.

There are no regular class meetings. To be eligible, students must have the permission of the Chair of the Department and the Dean. A total of six credits of Independent Study (from PSY 197 and PSY 198) is the maximum allowed. Prerequisite: Permission of the Chair of the Department and the Dean.

The pre-requisite of PSY 3 or HPS 21 is required.

Credits: 3

Every Fall, Spring and Summer

PSY 198 Independent Study

Independent Study is designed to give students an opportunity to do independent work in their major under the guidance of a member of the faculty.

There are no regular class meetings. To be eligible, students must have the permission of the Chair of the Department and the Dean. A total of six credits of Independent Study (from PSY 197 and PSY 198) is the maximum allowed. Prerequisite: Permission of the Chair of the Department and the Dean.

The pre-requisite of PSY 3 or HPS 21 is required.

Credits: 3

Every Fall, Spring and Summer

Department of Sociology/Anthropology

Professor Hittman

Professors Emeriti Carden, Rosenberg

Associate Professors Hendrickson (Chair), Kim, Barton, Ali, Juwayeyi

Associate Professor Emeriti Gritzer, Harwood

Assistant Professor Emeritus Sherar

Adjunct Faculty: 8

Sociology and anthropology are allied social science fields. Dedicated to exploring the fact that every aspect of our identity is shaped by our relationships with others, these disciplines help us to understand ourselves, the people around us and those whose ways of living are different from our own. Sociologists and anthropologists produce research that influences local, national and international policy-making.

Central to the interests of sociologists are inequality; race; gender and ethnic relations; poverty; globalization; and social institutions like the family, religion, government and business. Anthropologists address many of the same issues but with a cross-cultural approach and a stronger focus on ritual, language and symbolism.

Anthropologists also bring prehistory and the place of human beings as primates into our understanding of what it means to be human. Both sociology and anthropology take a scientific approach to understanding human social behavior. While sociologists have historically relied more on statistical analysis, anthropologists have developed a distinctive method, ethnography, which involves immersion in the languages and cultures of others.

This joint degree fosters the intellectual and personal growth necessary to make us more flexible, analytical and tolerant human beings. These qualities are always in demand and are essential to working and living in an ever-more complex world.

All of the Department's full-time faculty members hold Ph.D.s and have conducted field research in various regions around the world, bringing a global awareness to everything they teach. They are active scholars who publish and do research in addition to teaching and contributing to campus and university life.

For almost a century, sociology and anthropology have been seen as indispensable learning for anyone who wants to build a career working with people. Understanding human diversity is essential in today's world, and sociology and anthropology provide the education to understand and explain that diversity. Employers and graduate programs actively seek students who have studied liberal arts and sciences fields like sociology and anthropology. Famous students of sociology have included the Rev. Dr. Martin Luther King Jr; famous anthropology students have included Johnetta Cole (former President of Spelman College) and Yo-Yo Ma. Their accomplishments reflect the unlimited range

of careers that can start with a degree in these fields. Our graduates go on to work and obtain graduate degrees in government, human and social services, education and outreach, public and business administration, non-profit management, advertising, ministry, the arts and market research.

B.A. in Sociology/Anthropology

Bachelor of Arts Core Requirements

Skills/Proficiency Requirements

Completion of the skills/proficiency courses listed in the undergraduate bulletin depends solely on placement examination.

The Skills Proficiency Courses are:

DSM 01, DSM 09, ENG 13 or 13X, ENG 14 or 14X

DSM	01	Developmental Skills Mathematics 01	0.00
DSM	09	Developmental Skills Mathematics 09	0.00
ENG	13	English Composition	3.00
ENG	14	English Composition	3.00

Bachelor of Arts Core Curriculum Requirements

English Composition Core Requirement - Three credits from the following

ENG	16	English Composition	3.00
ENG	16X	English Composition for Nonnative Speakers	3.00

Core Seminar Requirement

COS	50	Idea Of The Human	3.00
-----	----	-------------------	------

Speech Core Requirement

SPE	3	Oral Communication	3.00
-----	---	--------------------	------

English Literature Core Requirement - Six credits from the following (a student must be in the Honors Program to take HEG 21 and HEG 22)

ENG	61	European Literatures I	3.00
ENG	62	European Literatures II	3.00
ENG	63	American Literatures	3.00
ENG	64	Non-Western Literatures	3.00
HEG	21	Literature of the Human Imagination	3.00
HEG	22	English Literature of the Human Imagination	3.00

Philosophy Core Requirement

PHI	61	Philosophical Explorations I	3.00
PHI	62	Philosophical Explorations II	3.00

History Core Requirement

HIS	1	History of Civilizations to 1500	3.00
HIS	2	History of Civilizations Since 1500	3.00

Social Science Core Requirement

ANT	4	Physical Anthropology	3.00
ANT	5	Cultural Anthropology	3.00
ECO	1	Introduction to Economics	3.00
ECO	2	Introduction to Economics	3.00
HSS	21	Civilization and Social Institutions	3.00
HSS	22	Civilization and Social Institutions	3.00
POL	11	Power and Politics	3.00
PSY	3	Introduction to Psychology	3.00
SOC	3	Introduction to Sociology	3.00

Communication, Visual and Performing Arts Core Requirement - Three credits from the following (a student must be in the Honors Program to take HAR 21 or HAR 22)

ART	61	Introduction to Visual Art	3.00
DNC	61	Dance Through Time	3.00
HAR	21	Art, Music, and Dance in Social Context	3.00
HAR	22	Art, Music, and Dance in Social Context	3.00
MUS	61	Music and Culture	3.00
THE	61	The Theatrical Vision	3.00

Science Core Requirement

BIO	22	Biology and Modern Technology	3.00
CHM	21	Chemistry and Modern Technology	3.00
PHY	20	The Physical Universe	4.00

Mathematics Core Requirement - One course from the following

MTH	15	Mathematical Tools and Their Use	4.00
MTH	16	Finite Mathematics	3.00

Orientation Seminar Core Requirement (waived for transfer students)

OS	1	The University: Discovery and Change	1.00
----	---	--------------------------------------	------

Liberal Arts and Science Foreign Language Core Curriculum Requirements

Must complete 6 credits in one of the foreign language disciplines listed below.
Foreign Language Core Spanish

SPA	11	Introductory Spanish I	3.00
SPA	12	Introductory Spanish II	3.00

Foreign Language Core French

FRE	11	Introductory French I	3.00
FRE	12	Introductory French II	3.00

Foreign Language Core Italian

ITL	11	Introductory Italian I	3.00
ITL	12	Introductory Italian II	3.00

Foreign Language Core Honors Spanish - A student must be in the Honors Program to take the following

HLS	21	Honors Spanish	3.00
HLS	22	Honors Spanish	3.00

Foreign Language Core Honors French - A student must be in the Honors Program to take the following

HLF	21	Honors French	3.00
HLF	22	Honors French	3.00

Sociology - Anthropology Major Requirements

Sociology - Anthropology Major GPA 2.00 Major GPA Required.

Sociology - Anthropology Major Requirements

To fulfill this requirement the following courses must be completed:

Two courses from SOC 3, ANT 4 and ANT 5			
ANT	137	Ethnography	3.00
SOC	111	Social Research	3.00

SOC 116 Sociological Theory 3.00 or ANT 117 Anthropological Theory

Fifteen (15) additional units in Advanced (Above 100 level) Sociology - Anthropology required.

One (1) course from Social Science 200 series required. (Must be a Senior Capstone Seminar)

Sociology - Anthropology Distribution Requirement

To satisfy this requirement, the student must complete two courses numbered 100 or above in one of the following subjects: ECO, HIS, PSY, POL. (Introductory courses must be completed)

Minor in Sociology

A Sociology minor requires 12 SOC credits at or above 100 level, in addition to the core SOC 3 course. An Anthropology minor requires 12 ANT

credits at or above the 100 level, in addition to a core ANT 4 or 5 course.

Anthropology Courses

ANT 4 Physical Anthropology

The most recent findings of primate ethology are combined with fossil discoveries by physical anthropologists and archaeologists for a comprehensive survey of human origins in Africa and human prehistoric development from six million years ago to the rise of civilization.

Credits: 3
On Occasion

ANT 5 Cultural Anthropology

An introduction to the anthropological concept of culture as species-specific behavior: the invention and use of symbols; cultural processes such as innovation, diffusion, tradition and boundary-maintaining identity mechanisms; the use of the comparative method in examining cross-cultural commonalities and differences; the problem of cultural relativism. Case studies are drawn from a variety of cultures worldwide. Selected topics include witchcraft, magic; mana and taboo; marriage and funeral ritual; art, music and dance.

Credits: 3
Every Semester

ANT 103 Cross-Cultural Perspectives on Gender and Sexuality

How do other societies around the world define what it means to be male, female, or other? How are their views on sexuality different from Americans? This course deals with gender and sexuality from an anthropological perspective. Through film, readings and group discussions we will go around the world to look at how humans give meaning and symbolism to these issues. Topics will include the uses and limits of biology in explaining sex-gender differences; varieties of sexual experience; how gender and sexuality impact on marriage and courtship; the effects of race, class, politics and history on gender/sexual identities.

The pre-requisite of ANT 4, or ANT 5, or HSS 21, or HSS 22 is required.
Credits: 3
On Occasion

ANT 104 Mental Illness

A study of mental illness and its relation to group, organizational and societal conditions. Special emphasis is placed on a sociological explanation of the etiology and treatment of mental illness.

The pre-requisite of SOC 3, or HSS 21, or HSS 22 is required.
Credits: 3
On Occasion

ANT 105 Religion and Society

An examination of some of the many forms of religion, especially world religions, such as

Christianity and Buddhism, with an attempt to understand why religion is found in every society, how people define and explore the supernatural, how they employ religion in their everyday lives, how religion relates to other aspects of society, and who the major theorists of religion are.

The pre-requisite of SOC 3, or HSS 21, or HSS 22 is required.
Credits: 3
On Occasion

ANT 106 Communication in Mass Society

An overview of the interrelationships of communications and society, including an examination of the growth and change of mass media throughout the world-with special emphasis on public opinion and its effect on American society and politics. Media ethics and various attempts to make the media socially responsible are also covered.

The pre-requisite of SOC 3, or HSS 21, or HSS 22 is required.
Credits: 3
On Occasion

ANT 107 Migration

An introduction to basic issues surrounding the phenomenon of international migration, examining how immigrants adjust economically and socially to their new homes, what factors lead to people leaving their homes, and how migrants maintain ties with home even after settling abroad. Special attention is paid to gender issues, looking at how migration affects women differently than men.

The pre-requisite of ANT 4, or ANT 5, or HSS 21, or HSS 22 is required.
Credits: 3
On Occasion

ANT 108 Youth

Social and cultural definitions of adolescence and the emergence of youth culture in America and other countries. Subjects include fashion, music, delinquency and the rites of passage that transform the young into functioning adult members of their communities.

The pre-requisite of SOC 3, or HSS 21, or HSS 22 is required.
Credits: 3
On Occasion

ANT 109 Social Movements

Analysis of cults and messianic and revolutionary movements inspired by prophets and leaders; the nature of charisma and prophesy; and social circumstances giving rise to social movements, as well as their success or failure.

The pre-requisite of ANT 4, or ANT 5, or HSS 21, or HSS 22 is required.
Credits: 3
Annually

ANT 110 Inequality

This course explores the causes and consequences of inequality, within and between societies, as well

as theories that attempt to explain its rise and persistence. Students examine the social distribution of inequality, along with its personal and societal consequences. The key dimensions of inequality that are central to this course include social class, race, ethnicity, gender and age.

The pre-requisite of SOC 3, or HSS 21, or HSS 22 is required.

Credits: 3

On Occasion

ANT 112 Race and Ethnicity

An exploration of the variety of meanings of race and ethnicity in the social, political and economic life of America and other societies. Special emphasis is placed on the experience of African-Americans, Latinos and immigrant groups, especially the effects of racism on personal, institutional and societal levels. The goal is to enhance students' awareness of the subtlety of stigmatizing and stereotyping attitudes in order to build a foundation for culturally sensitive social interaction and effective interventions. Students are required to complete a field research project.

The pre-requisite of SOC 3, or HSS 21, or HSS 22 is required.

Credits: 3

Every Spring

ANT 113 Urban Anthropology/Sociology

A cross-cultural study of the first cities, city-states, and cities of the Third World and theories of urbanization and the relation between urban and rural life.

The pre-requisite of ANT 4, or ANT 5, or HSS 21, or HSS 22 is required.

Credits: 3

On Occasion

ANT 117 Anthropological Theory

A survey of the leading schools of cultural anthropological theory, with emphasis on their representatives and contemporary developments in the field. (Offered to students with an Anthropology concentration.)

The pre-requisite of ANT 4, or ANT 5, or HSS 21, or HSS 22 is required.

Credits: 3

On Demand

ANT 119 Marriage and the Family

A consideration of contemporary families - a new diversity. Responses to economic shifts, modern technology, and new male and female roles are examined. Forms of childrearing are scrutinized. Old problems in new forms, violence and breakup are looked at. The question of who is responsible for the family is discussed.

The pre-requisite of SOC 3, or HSS 21, or HSS 22 is required.

Credits: 3

Alternate Years

ANT 121 Body/Dress/Culture

This course addresses how ways of dressing the body differ cross-culturally and historically, shaping and being shaped by critical aspects of social and cultural identity. Readings are drawn from anthropology, sociology, cultural studies and fashion history. Their goal will be to use dress as an avenue to understanding individual and group identities across cultures and back through time - to see how deep the meaning of clothing goes and what it can teach us about other human beings.

Credits: 3

On Occasion

ANT 125 Globalization

A multicultural approach that focuses on the global impact of nationalism, capitalism, communism, Western technology, and the world religions on societies and cultures of varying scale.

The pre-requisite of SOC 3, or HSS 21, or HSS 22 is required.

Credits: 3

On Occasion

ANT 126 Culture Gender and Society

A review of the search for biological and social constants of gender and an examination of culturally patterned expressions of sexuality around the world.

The pre-requisite of SOC 3, or HSS 21, or HSS 22 is required.

Credits: 3

On Occasion

ANT 127 Deviant Behavior

Answers the following questions: How do certain behaviors come to be defined as deviant? What are the political implications of defining deviance? What are the social processes by which individuals come to engage in deviant acts? How are social control mechanisms used to promote conformity? Topics may include sexual behavior, drug use, alcoholism, suicide and mental illness.

The pre-requisite of SOC 3, or HSS 21, or HSS 22 is required.

Credits: 3

On Occasion

ANT 128 Criminology

An examination of crime in modern society: the extent and social cost of violent, property, white-collar, corporate and organized crime and the accuracy of crime statistics. Crime prevention and punishment are also considered.

The pre-requisite of SOC 3, or HSS 21, or HSS 22 is required.

Credits: 3

On Occasion

ANT 130 Socialization: The Self and Society

An analysis of the processes by which individuals become socialized in American society and elsewhere. The course considers the way such factors as family and political organization work, ritual, education, mythology and the media all

contribute to the development of shared ideas of personhood.

The pre-requisite of SOC 3, or HSS 21, or HSS 22 is required.

Credits: 3

On Occasion

ANT 131 Working in a Global Economy

An investigation into the nature of work in a global world. Topics include: the effects of growing global interdependence; rapid technological changes and their impact on the organization and performance of work; job security as work migrates to other countries; changes in career paths and how workers can shape their careers; and future implications for careers and the experience of work.

The pre-requisite of SOC 3, or HSS 21, or HSS 22 is required.

Credits: 3

On Occasion

ANT 132 Anthropology/Sociology of the Bible

A study of Hebraic-Christian roots in Sumeria and Egypt; the rise of the Israelite Sacral League of Yahwists in Canaan and its transformation into the Davidic monarchy; prophets; apocalyptic Messianic beliefs; the origins of Christianity. An archeological, historical and linguistic examination is made of the peoples of the Hebrew and Christian Bibles, employing sociological and anthropological models and theories.

The pre-requisite of ANT 4, or ANT 5, or HSS 21, or HSS 22 is required.

Credits: 3

Every Fall

ANT 133 African Cultures and Societies

An analysis of the diverse forms of socio-political groupings in Africa, the nature and effects of European colonialism on smaller-scale African societies and cultures, and the emergence of independent nation-states on the continent.

The pre-requisite of ANT 4, or ANT 5, or HSS 21, or HSS 22 is required.

Credits: 3

Annually

ANT 134 East Asian Cultures and Societies

An examination of the major social institutions and cultural patterns of Asian people. Special emphasis is placed on China, Japan, Korea and Vietnam.

The pre-requisite of SOC 3, or HSS 21, or HSS 22 is required.

Credits: 3

Annually

ANT 135 Caribbean and Latin American Cultures and Societies

A comparative survey of indigenous, diaspora, colonial and postcolonial cultures in the Caribbean and Latin America. Special topics may include creole, literacy and other language issues; migration and transnational identities; gender; poverty and socioeconomic development; African identities in the New World; and ritual and performance.

The pre-requisite of ANT 4, or ANT 5, or HSS 21, or HSS 22 is required.

Credits: 3

Every Fall

ANT 136 South Asian Cultures and Societies

An introduction to the societies and politics of India, Pakistan and Bangladesh, from British colonialism to the emergence of modern nation-states. The course explores the major changes that have given shape to contemporary life in South Asia.

The pre-requisite of SOC 3, or HSS 21, or HSS 22 is required.

Credits: 3

Annually

ANT 137 Ethnography

An in-depth look at the methods, theory and data involved in the production of ethnographic texts by cultural anthropologists. Along with cross-cultural comparison of societies with respect to economy, social organization, political structure, gender relations and similar topics, discussion focuses on the anthropologist's role as collector, translator and interpreter and the ways in which social scientific research reflects both the politics of its time and the ethics of doing fieldwork.

The pre-requisite of ANT 4, or ANT 5, or HSS 21, or HSS 22 is required.

Credits: 3

Annually

ANT 140 Asian America

An examination of the experiences of Asians in the United States, past and present. The class explores the socioeconomic and political circumstances surrounding the successive waves of Asian immigration to the US, the restructuring of kinship ties, gender roles and generational relations in response to migration, and the ongoing negotiation of American life by both immigrant and American-born Asians.

The pre-requisite of ANT 4, or ANT 5, or HSS 21, or HSS 22 is required.

Credits: 3

On Occasion

ANT 141 Archaeology: An Introduction

An analysis of the methods and techniques employed by archeologists to discover, reconstruct and date prehistoric and historic cultures and to link human life with its recent and remote past.

The pre-requisite of ANT 4, or ANT 5, or HSS 21, or HSS 22 is required.

Credits: 3

On Occasion

ANT 142 Native Americans Before Columbus

An archeological and ethnographic survey of the diverse native American cultures in North America and Mexico before the European conquest- Beringia, Paleo-Indians, Mound Builders, Vision Quest, Sun Dance-with a concentration on selected topics.

The pre-requisite of ANT 4, or ANT 5, or HSS 21, or HSS 22 is required.

Credits: 3

Alternate Years

ANT 143 Native Americans Today

An examination of the devastating consequences of exploration, trade and settlement (e.g., epidemics) that followed European expansion into North America and Mexico, the variety of Native American responses to conquest, and native Americans today.

The pre-requisite of ANT 4, or ANT 5, or HSS 21, or HSS 22 is required.

Credits: 3

On Occasion

ANT 144 Drugs and Society

An examination of the social and cultural history and definition of "drugs" and their use and abuse in contemporary America and other cultures.

The pre-requisite of SOC 3, or HSS 21, or HSS 22 is required.

Credits: 3

On Occasion

ANT 148 Medical Sociology/ Anthropology

A course uniting important themes in medical sociology/anthropology: cultural and social definitions of illness and the experience of illness; treatment modalities, including the use of divination, trance, exorcism and the laying-on of hands. Designed to engage students from all disciplines, the course pays special attention to cross-cultural similarities and differences in medical approaches to illness in non-Western peoples, as well as topics of current concern in Western culture for example, genetic engineering, AIDS and organ transplants.

The pre-requisite of ANT 4, or ANT 5, or HSS 21, or HSS 22 is required.

Credits: 3

On Occasion

ANT 149 Shamanism and Witchcraft

A look into powerful oral folk systems of spirituality, including ancestor worship, voodoo and shamanism. Students use cross-cultural comparison to study spirit possession, magic, rites of passage, divination, healing, and witchcraft and sorcery. Folk religions are examined to show how ritual helps to explain suffering, death and misfortune, to promote morality and heighten social solidarity, and to legitimize authority. They are also explored as a source of solace and resistance for marginalized and oppressed people.

The pre-requisite of ANT 4, or ANT 5, or HSS 21, or HSS 22 is required.

Credits: 3

Every Fall

ANT 152 Folklore

A survey of folktales, myths, legends, ballads, folk songs, jokes, riddles, the blues, rapping and so on. Diverse forms, functions and interpretations of oral

literature around the world are examined.

The pre-requisite of ANT 4, or ANT 5, or HSS 21, or HSS 22 is required.

Credits: 3

On Occasion

ANT 153 Islamic Societies

The central aim of this course is to introduce students to basic issues surrounding the lived experiences of Muslims in different social settings around the world. We start with the notion that the meaning of being Muslim is variable over time and place, dependent on the particular context in which Muslims live. We will examine in detail variations in religious and cultural practices, patterns of gender inequality, and critiques of the structuration of Muslim social realities by other Muslims.

The pre-requisite of ANT 4, or ANT 5, or HSS 21, or HSS 22 is required.

Credits: 3

On Occasion

ANT 155 Non-Human Primates

Studies in non-human primates-pre-monkeys, monkeys and apes-and the ways in which culture and gender have influenced their study. Topics may include the stories of King Kong, Tarzan, and the Ramayana; the works of Leakey's girls (Jane Goodall, Dian Fossey, Birute Galdikas); medical and pharmaceutical research involving primates; and the dangers affecting the survival of non-human primates. Illustrative films used.

The pre-requisite of ANT 4, or ANT 5, or HSS 21, or HSS 22 is required.

Credits: 3

On Occasion

ANT 159 All About Jazz

This course will attempt to survey the African & European (French & Spanish) origins and history of America's greatest musical art form: beginning in New Orleans in the late 19th Century, and including the diffusion of "Jass" or "Jazz" "syncopated/spasm" music, primarily to Chicago, New York and Kansas City, and the West Coast (California). This geo-chronological framework will focus on the biographies of the leading artists, i.e., Louis Armstrong, Bix Beiderbecke, Duke Ellington, Count Basie, Coleman Hawkins, Lester Young, Charlie Parker, Miles Davis, John Coltrane, etc., as well as the delineation of the important musical styles: ragtime, the blues, swing, bebop, and "free jazz." The American social and cultural forces that have shaped jazz also will be underscored: for example Creoles and color in New Orleans; the unions and the recording industry; Prohibition, narcotics and organized crime; and the globalization of jazz.

The pre-requisite of ANT 4, or ANT 5, or HSS 21, or HSS 22 is required.

Credits: 3

On Occasion

ANT 160 Popular Culture

An introductory survey of the study of popular culture. Drawing on recent work in contemporary cultural anthropology, the course examines race, sex and class dynamics and their intersection with issues in popular culture on a variety of topics and in different world regions, with special attention to music, dance, and film in the U.S. and the Caribbean.

The pre-requisite of ANT 4, or ANT 5, or HSS 21, or HSS 22 is required.

Credits: 3

Every Spring

ANT 161 Sociology Of Sport

An investigation into and analysis of the significance of sports as social phenomena. Readings and discussions go beyond scores, statistics, standings and personalities to focus on the "deeper game" associated with sports, the game through which sports become an integral part of the social and cultural worlds in which people live.

The pre-requisite of ANT 4, or ANT 5, or HSS 21, or HSS 22 is required.

Credits: 3

Annually

ANT 163 Asian Capitalisms

An examination of Asian capitalisms

The pre-requisite of ANT 4, or ANT 5, or HSS 21, or HSS 22 is required.

Credits: 3

On Occasion

ANT 165 Art, Culture and Society

An investigation into the relationship between art and the cultures and societies of the people that produce it. The course explores the meaning of Art in different social and cultural contexts, the use and production of art in daily and ritual life, and the political and performative potential of artistic forms. Music and dance, masks and pottery, cloth and carvings, altars and architecture, for example, are explored in their social and cultural settings. The particular traditions/genres studied will vary with the expertise of occasional guest teachers/artists.

The pre-requisite of ANT 4, or ANT 5, or HSS 21, or HSS 22 is required.

Credits: 3

On Occasion

ANT 167 The Science of Shopping and the Culture of Consumption

Is consumer behavior ubiquitous in the 'flat' world and how do class, gender, and race/ethnicity variables add additional understanding to this phenomenon? This course will explore these questions as we employ sociological and anthropological analysis to study the "Culture of Consumption"- why people shop, where people shop and how people shop. In our readings we will consider the answers given by distinguished thinkers like Pierre Bourdieu, Theodor Adorno, Peter Farb, and George Armelagos as well as

theorists and researchers including Paco Underhill and Robert Cialdini. Topics may include: construction of identity; social labeling and typing; production of desire through advertising, mass media and pop culture. Field trips to diverse shopping sites along with ethnographic exercises and critical analysis will be incorporated into the course.

The pre-requisite of SOC 3, or HSS 21, or HSS 22 is required.

Credits: 3

On Occasion

ANT 168 Ethnic Entrepreneurship

The goal of this course is to provide students with a survey of intellectual thought on the subject of entrepreneurship. Soc/Ant 168 reviews entrepreneurship from various levels of analysis: the individual, the organization, the industry, the organizational field, and the global perspective. Special attention will be paid to similarities and differences among diverse national, ethnic and racial groups in the USA and Asia.

The pre-requisite of SOC 3, or HSS 21, or HSS 22 is required.

Credits: 3

On Occasion

ANT 171 Asian Cinema

Special topics in the sociological analysis of the production, distribution and consumption of Asian films.

The pre-requisite of SOC 3, or HSS 21, or HSS 22 is required.

Credits: 3

On Occasion

ANT 173 African Civilizations

This course examines African civilizations from the earliest period to the age of the Atlantic Slave trade. The abandonment of a hunting and gathering way of life and the introduction of agriculture and metallurgy has been one of the major indicators of an emerging civilization. For a long time, historians believed that Western Asia was the first and only place in the Old World (Asia, Africa and Europe) to undergo such a transformation. However, recent archaeological research suggests that several areas of Africa experienced a similar transformation independently. This course will explore the nature of that transformation and how it affected Africa's economic, political, and social development. Further, the course will examine the influence that African civilization has had on other cultures in the Old World.

The pre-requisite of SOC 3, or HSS 21, or HSS 22 is required.

Credits: 3

On Occasion

ANT 188 Meditation Workshop

This one-credit course will take an intellectual and experiential approach to learning about meditation practices used in different Buddhist traditions around the world. Readings will include short

primary texts written by well-known Buddhist meditators such as Thich Nhat Hanh (e.g. Being Peace), Pema Chodron (When Things Fall Apart), and D.T. Suzuki (Zen Mind, Beginner's Mind). All students must attend a day-long workshop on campus to practice specific meditation techniques, to discuss readings and to view films. Writing assignments will ask them to compare their workshop experiences with those they have read about. The date/time/location of the course will be available in the Department of Sociology / Anthropology (8th Floor H-building) during a given semester.

The pre-requisite of SOC 3, or HSS 21, or HSS 22 is required.

Credits: 1

Annually

ANT 195 Honors Study

Honors Study is designed to give outstanding students an opportunity to do independent work in their major under the guidance of a member of the faculty. To be eligible, students must have upper junior or senior status, a cumulative quality-point ratio of 3.00 and a 3.25 ratio in their major subject, and the permission of the Chair of the Department and the Dean. A total of six credits of Honors Study is the maximum allowed.

The pre-requisite of ANT 4, or ANT 5, or HSS 21, or HSS 22 is required.

Credits: 3

On Demand

ANT 197 Independent Study

Prerequisite: Permission of Chair of the Department and the Dean.

The pre-requisite of ANT 4, or ANT 5, or HSS 21, or HSS 22 is required.

Credits: 3

On Demand

ANT 198 Independent Study

Prerequisite: Permission of Chair of the Department and the Dean.

The pre-requisite of ANT 4, or ANT 5, or HSS 21, or HSS 22 is required.

Credits: 3

On Demand

ANT 203 Special Topics

Special Topics

Credits: 1

On Demand

Sociology Courses

SOC 1 Professional Development

An integrative seminar offered to students during or immediately after their cooperative education placement or supervised fieldwork internship. It introduces them to the culture of the workplace, helps them assess the level of their performance, and provides them with an analytical framework within which to relate the practical world of

professional work to the theoretical world of academic learning. Students in all majors and in all kinds of field placements join in a cross-disciplinary approach to experience-enriched education. Scholarship support is available for qualified registered applicants. A prerequisite for advanced field placements.

Credits: 3

Every Fall, Spring and Summer

SOC 3 Introduction to Sociology

An examination of society's cultural framework; society as a social order; the ways social institutions channel human behavior; the processes of socialization, role prescriptions and identity development; and deviance, conflict and change.

Credits: 3

Every Fall, Spring and Summer

SOC 103 Cross-Cultural Perspectives on Gender and Sexuality

How do other societies around the world define what it means to be male, female, or other? How are their views on sexuality different from Americans? This course deals with gender and sexuality from an anthropological perspective.

Through film, readings and group discussions we will go around the world to look at how humans give meaning and symbolism to these issues. Topics will include the uses and limits of biology in explaining sex-gender differences; varieties of sexual experience; how gender and sexuality impact on marriage and courtship; the effects of race, class, politics and history on gender/sexual identities.

The pre-requisite of SOC 3, or HSS 21, or HSS 22 is required.

Credits: 3

On Occasion

SOC 104 Mental Illness

A study of mental illness and its relation to group, organizational and societal conditions. Special emphasis is placed on a sociological explanation of the etiology and treatment of mental illness.

The pre-requisite of SOC 3, or HSS 21, or HSS 22 is required.

Credits: 3

On Occasion

SOC 105 Religion and Society

An examination of some of the many forms of religion, especially world religions, such as Christianity and Buddhism, with an attempt to understand why religion is found in every society, how people define and explore the supernatural, how they employ religion in their everyday lives, how religion relates to other aspects of society, and who the major theorists of religion are.

The pre-requisite of SOC 3, or HSS 21, or HSS 22 is required.

Credits: 3

On Occasion

SOC 106 Communication in Mass Society

An overview of the interrelationships of communications and society, including an examination of the growth and change of mass media throughout the world-with special emphasis on public opinion and its effect on American society and politics. Media ethics and various attempts to make the media socially responsible are also covered.

The pre-requisite of SOC 3, or HSS 21, or HSS 22 is required.

Credits: 3

On Occasion

SOC 107 Migration

An introduction to basic issues surrounding the phenomenon of international migration, examining how immigrants adjust economically and socially to their new homes, what factors lead to people leaving their homes, and how migrants maintain ties with home even after settling abroad. Special attention is paid to gender issues, looking at how migration affects women differently than men.

The pre-requisite of SOC 3, or HSS 21, or HSS 22 is required.

Credits: 3

On Occasion

SOC 108 Youth

Social and cultural definitions of adolescence and the emergence of youth culture in America and other countries. Subjects include fashion, music, delinquency and the rites of passage that transform the young into functioning adult members of their communities.

The pre-requisite of SOC 3, or HSS 21, or HSS 22 is required.

Credits: 3

On Occasion

SOC 109 Social Movements

Analysis of cults and messianic and revolutionary movements inspired by prophets and leaders; the nature of charisma and prophesy; and social circumstances giving rise to social movements, as well as their success or failure.

The pre-requisite of ANT 4, or ANT 5, or HSS 21, or HSS 22 is required.

Credits: 3

Annually

SOC 110 Inequality

This course explores the causes and consequences of inequality, within and between societies, as well as theories that attempt to explain its rise and persistence. Students examine the social distribution of inequality, along with its personal and societal consequences. The key dimensions of inequality that are central to this course include social class, race, ethnicity, gender and age.

The pre-requisite of SOC 3, or HSS 21, or HSS 22 is required.

Credits: 3

On Occasion

SOC 111 Social Research

A general introduction to the methods used in designing, carrying out and analyzing social research. The goal is to enable students to conduct small-scale studies and to be intelligent consumers of research. Qualitative and quantitative approaches, including the use of the computer, are explained.

The pre-requisite of SOC 3, or HSS 21, or HSS 22 is required.

Credits: 3

Annually

SOC 112 Race and Ethnicity

An exploration of the variety of meanings of race and ethnicity in the social, political and economic life of America and other societies. Special emphasis is placed on the experience of African-Americans, Latinos and immigrant groups, especially the effects of racism on personal, institutional and societal levels. The goal is to enhance students' awareness of the subtlety of stigmatizing and stereotyping attitudes in order to build a foundation for culturally sensitive social interaction and effective interventions. Students are required to complete a field research project.

The pre-requisite of SOC 3, or HSS 21, or HSS 22 is required.

Credits: 3

Every Spring

SOC 113 Urban Anthropology/Sociology

A cross-cultural study of the first cities, city-states, and cities of the Third World and theories of urbanization and the relation between urban and rural life.

The pre-requisite of ANT 4, or ANT 5, or HSS 21, or HSS 22 is required.

Credits: 3

On Occasion

SOC 116 Sociological Theory

A review of the contributions of major sociological theorists to the analysis of social change (social classes, economics/ technology, ideas); social order (collective agreements, force); the relationship between the individual and society (nature, nurture, social responsibility, free will).

The pre-requisite of SOC 3, or HSS 21, or HSS 22 is required.

Credits: 3

Annually

SOC 118 Social Class and Mobility

The phenomena of social ranking, social mobility and the distribution of opportunities, with particular attention to American society.

The pre-requisite of SOC 3, or HSS 21, or HSS 22 is required.

Credits: 3

On Occasion

SOC 119 Marriage and the Family

A consideration of contemporary families - a new diversity. Responses to economic shifts, modern

technology, and new male and female roles are examined. Forms of childrearing are scrutinized. Old problems in new forms, violence and breakup - are looked at. The question of who is responsible for the family is discussed.

The pre-requisite of SOC 3, or HSS 21, or HSS 22 is required.

Credits: 3

Alternate Years

SOC 121 Body/Dress/Culture

This course addresses how ways of dressing the body differ cross-culturally and historically, shaping and being shaped by critical aspects of social and cultural identity. Readings are drawn from anthropology, sociology, cultural studies and fashion history. Their goal will be to use dress as an avenue to understanding individual and group identities across cultures and back through time - to see how deep the meaning of clothing goes and what it can teach us about other human beings.

Credits: 3

On Occasion

SOC 125 Globalization

A multicultural approach that focuses on the global impact of nationalism, capitalism, communism, Western technology, and the world religions on societies and cultures of varying scale.

The pre-requisite of SOC 3, or HSS 21, or HSS 22 is required.

Credits: 3

On Occasion

SOC 126 Culture Gender and Society

A review of the search for biological and social constants of gender and an examination of culturally patterned expressions of sexuality around the world.

The pre-requisite of SOC 3, or HSS 21, or HSS 22 is required.

Credits: 3

On Occasion

SOC 127 Deviant Behavior

Answers the following questions: How do certain behaviors come to be defined as deviant? What are the political implications of defining deviance? What are the social processes by which individuals come to engage in deviant acts? How are social control mechanisms used to promote conformity? Topics may include sexual behavior, drug use, alcoholism, suicide and mental illness.

The pre-requisite of SOC 3, or HSS 21, or HSS 22 is required.

Credits: 3

On Occasion

SOC 128 Criminology

An examination of crime in modern society: the extent and social cost of violent, property, white-collar, corporate and organized crime and the accuracy of crime statistics. Crime prevention and punishment are also considered.

The pre-requisite of SOC 3, or HSS 21, or HSS 22

is required.

Credits: 3

On Occasion

SOC 130 Socialization: The Self and Society

An analysis of the processes by which individuals become socialized in American society and elsewhere. The course considers the way such factors as family and political organization work, ritual, education, mythology and the media all contribute to the development of shared ideas of personhood.

The pre-requisite of SOC 3, or HSS 21, or HSS 22 is required.

Credits: 3

On Occasion

SOC 131 Working in a Global Economy

An investigation into the nature of work in a global world. Topics include: the effects of growing global interdependence; rapid technological changes and their impact on the organization and performance of work; job security as work migrates to other countries; changes in career paths and how workers can shape their careers; and future implications for careers and the experience of work.

The pre-requisite of SOC 3, or HSS 21, or HSS 22 is required.

Credits: 3

On Occasion

SOC 132 Anthropology/Sociology of the Bible

A study of Hebraic-Christian roots in Sumeria and Egypt; the rise of the Israelite Sacral League of Yahwists in Canaan and its transformation into the Davidic monarchy; prophets; apocalyptic Messianic beliefs; the origins of Christianity. An archeological, historical and linguistic examination is made of the peoples of the Hebrew and Christian Bibles, employing sociological and anthropological models and theories.

The pre-requisite of ANT 4, or ANT 5, or HSS 21, or HSS 22 is required.

Credits: 3

Every Fall

SOC 133 African Cultures and Societies

An analysis of the diverse forms of socio-political groupings in Africa, the nature and effects of European colonialism on smaller-scale African societies and cultures, and the emergence of independent nation-states on the continent.

The pre-requisite of ANT 4, or ANT 5, or HSS 21, or HSS 22 is required.

Credits: 3

Annually

SOC 134 East Asian Cultures and Societies

An examination of the major social institutions and cultural patterns of Asian people. Special emphasis is placed on China, Japan, Korea and Vietnam.

The pre-requisite of SOC 3, or HSS 21, or HSS 22 is required.

Credits: 3

Annually

SOC 135 Caribbean and Latin American Cultures and Societies

A comparative survey of indigenous, diaspora, colonial and postcolonial cultures in the Caribbean and Latin America. Special topics may include creole, literacy and other language issues; migration and transnational identities; gender; poverty and socioeconomic development; African identities in the New World; and ritual and performance.

The pre-requisite of ANT 4, or ANT 5, or HSS 21, or HSS 22 is required.

Credits: 3

Every Fall

SOC 136 South Asian Cultures and Societies

An introduction to the societies and politics of India, Pakistan and Bangladesh, from British colonialism to the emergence of modern nation-states. The course explores the major changes that have given shape to contemporary life in South Asia.

The pre-requisite of SOC 3, or HSS 21, or HSS 22 is required.

Credits: 3

Annually

SOC 140 Asian America

An examination of the experiences of Asians in the United States, past and present. The class explores the socioeconomic and political circumstances surrounding the successive waves of Asian immigration to the US, the restructuring of kinship ties, gender roles and generational relations in response to migration, and the ongoing negotiation of American life by both immigrant and American-born Asians.

The pre-requisite of SOC 3, or HSS 21, or HSS 22 is required.

Credits: 3

On Occasion

SOC 142 Native Americans Before Columbus

An archeological and ethnographic survey of the diverse native American cultures in North America and Mexico before the European conquest- Beringia, Paleo-Indians, Mound Builders, Vision Quest, Sun Dance-with a concentration on selected topics.

The pre-requisite of ANT 4, or ANT 5, or HSS 21, or HSS 22 is required.

Credits: 3

Alternate Years

SOC 143 Native Americans Today

An examination of the devastating consequences of exploration, trade and settlement (e.g., epidemics) that followed European expansion into North America and Mexico, the variety of Native American responses to conquest, and native Americans today.

The pre-requisite of ANT 4, or ANT 5, or HSS 21, or HSS 22 is required.

Credits: 3

On Occasion

SOC 144 Drugs and Society

An examination of the social and cultural history and definition of "drugs" and their use and abuse in contemporary America and other cultures.

The pre-requisite of SOC 3, or HSS 21, or HSS 22 is required.

Credits: 3

On Occasion

SOC 148 Medical Sociology/ Anthropology

A course uniting important themes in medical sociology/anthropology: cultural and social definitions of illness and the experience of illness; treatment modalities, including the use of divination, trance, exorcism and the laying-on of hands. Designed to engage students from all disciplines, the course pays special attention to cross-cultural similarities and differences in medical approaches to illness in non-Western peoples, as well as topics of current concern in Western culture for example, genetic engineering, AIDS and organ transplants.

The pre-requisite of ANT 4, or ANT 5, or HSS 21, or HSS 22 is required.

Credits: 3

On Occasion

SOC 149 Shamanism and Witchcraft

A look into powerful oral folk systems of spirituality, including ancestor worship, voodoo and shamanism. Students use cross-cultural comparison to study spirit possession, magic, rites of passage, divination, healing, and witchcraft and sorcery. Folk religions are examined to show how ritual helps to explain suffering, death and misfortune, to promote morality and heighten social solidarity, and to legitimize authority. They are also explored as a source of solace and resistance for marginalized and oppressed people.

The pre-requisite of ANT 4, or ANT 5, or HSS 21, or HSS 22 is required.

Credits: 3

Every Fall

SOC 152 Folklore

A survey of folktales, myths, legends, ballads, folk songs, jokes, riddles, the blues, rapping and so on. Diverse forms, functions and interpretations of oral literature around the world are examined.

The pre-requisite of ANT 4, or ANT 5, or HSS 21, or HSS 22 is required.

Credits: 3

On Occasion

SOC 153 Islamic Societies

The central aim of this course is to introduce students to basic issues surrounding the lived experiences of Muslims in different social settings around the world. We start with the notion that the meaning of being Muslim is variable over time and place, dependent on the particular context in which Muslims live. We will examine in detail variations in religious and cultural practices, patterns of gender inequality, and critiques of the

structuration of Muslim social realities by other Muslims.

The pre-requisite of ANT 4, or ANT 5, or HSS 21, or HSS 22 is required.

Credits: 3

On Occasion

SOC 155 Non-Human Primates

Studies in non-human primates-pre-monkeys, monkeys and apes-and the ways in which culture and gender have influenced their study. Topics may include the stories of King Kong, Tarzan, and the Ramayana; the works of Leakey's girls (Jane Goodall, Dian Fossey, Burite Galdikas); medical and pharmaceutical research involving primates; and the dangers affecting the survival of non-human primates. Illustrative films used.

The pre-requisite of ANT 4, or ANT 5, or HSS 21, or HSS 22 is required.

Credits: 3

On Occasion

SOC 159 All About Jazz

This course will attempt to survey the African & European (French & Spanish) origins and history of America's greatest musical art form: beginning in New Orleans in the late 19th Century, and including the diffusion of "Jass" or "Jazz" "syncopated/spasm" music, primarily to Chicago, New York and Kansas City, and the West Coast (California). This geo-chronological framework will focus on the biographies of the leading artists, i.e., Louis Armstrong, Bix Beiderbecke, Duke Ellington, Count Basie, Coleman Hawkins, Lester Young, Charlie Parker, Miles Davis, John Coltrane, etc., as well as the delineation of the important musical styles: ragtime, the blues, swing, bebop, and "free jazz." The American social and cultural forces that have shaped jazz also will be underscored: for example Creoles and color in New Orleans; the unions and the recording industry; Prohibition, narcotics and organized crime; and the globalization of jazz.

The pre-requisite of ANT 4, or ANT 5, or HSS 21, or HSS 22 is required.

Credits: 3

On Occasion

SOC 160 Popular Culture

An introductory survey of the study of popular culture. Drawing on recent work in contemporary cultural anthropology, the course examines race, sex and class dynamics and their intersection with issues in popular culture on a variety of topics and in different world regions, with special attention to music, dance, and film in the U.S. and the Caribbean.

The pre-requisite of ANT 4, or ANT 5, or HSS 21, or HSS 22 is required.

Credits: 3

Every Spring

SOC 161 Sociology of Sport

An investigation into and analysis of the significance of sports as social phenomena.

Readings and discussions go beyond scores, statistics, standings and personalities to focus on the "deeper game" associated with sports, the game through which sports become an integral part of the social and cultural worlds in which people live.

The pre-requisite of SOC 3, or HSS 21, or HSS 22 is required.

Credits: 3

Annually

SOC 165 Art, Culture and Society

An investigation into the relationship between art and the cultures and societies of the people that produce it. The course explores the meaning of Art in different social and cultural contexts, the use and production of art in daily and ritual life, and the political and performative potential of artistic forms. Music and dance, masks and pottery, cloth and carvings, altars and architecture, for example, are explored in their social and cultural settings. The particular traditions/genres studied will vary with the expertise of occasional guest teachers/artists.

The pre-requisite of ANT 4, or ANT 5, or HSS 21, or HSS 22 is required.

Credits: 3

On Occasion

SOC 167 The Science of Shopping and the Culture of Consumption

Is consumer behavior ubiquitous in the 'flat' world and how do class, gender, and race/ethnicity variables add additional understanding to this phenomenon? This course will explore these questions as we employ sociological and anthropological analysis to study the "Culture of Consumption"- why people shop, where people shop and how people shop. In our readings we will consider the answers given by distinguished thinkers like Pierre Bourdieu, Theodor Adorno, Peter Farb, and George Armelagos as well as theorists and researchers including Paco Underhill and Robert Cialdini. Topics may include: construction of identity; social labeling and typing; production of desire through advertising, mass media and pop culture. Field trips to diverse shopping sites along with ethnographic exercises and critical analysis will be incorporated into the course.

The pre-requisite of SOC 3, or HSS 21, or HSS 22 is required.

Credits: 3

On Occasion

SOC 168 Ethnic Entrepreneurship

The goal of this course is to provide students with a survey of intellectual thought on the subject of entrepreneurship. Soc/Ant 168 reviews entrepreneurship from various levels of analysis: the individual, the organization, the industry, the organizational field, and the global perspective. Special attention will be paid to similarities and differences among diverse national, ethnic and racial groups in the USA and Asia.

The pre-requisite of SOC 3, or HSS 21, or HSS 22 is required.

Credits: 3

On Occasion

SOC 171 Asian Cinema

Special topics in the sociological analysis of the production, distribution and consumption of Asian films.

The pre-requisite of SOC 3, or HSS 21, or HSS 22 is required.

Credits: 3

On Occasion

SOC 173 African Civilizations

This course examines African civilizations from the earliest period to the age of the Atlantic Slave trade. The abandonment of a hunting and gathering way of life and the introduction of agriculture and metallurgy has been one of the major indicators of an emerging civilization. For a long time, historians believed that Western Asia was the first and only place in the Old World (Asia, Africa and Europe) to undergo such a transformation. However, recent archaeological research suggests that several areas of Africa experienced a similar transformation independently. This course will explore the nature of that transformation and how it affected Africa's economic, political, and social development. Further, the course will examine the influence that African civilization has had on other cultures in the Old World.

The pre-requisite of SOC 3, or HSS 21, or HSS 22 is required.

Credits: 3

On Occasion

SOC 181 Africa Forum Event

Same as ANT 181.

The pre-requisite of SOC 3, or HSS 21, or HSS 22 is required.

Credits: 1

Annually

SOC 188 Meditation Workshop

This one-credit course will take an intellectual and experiential approach to learning about meditation practices used in different Buddhist traditions around the world. Readings will include short primary texts written by well-known Buddhist meditators such as Thich Nhat Hanh (e.g. Being Peace), Pema Chodron (When Things Fall Apart), and D.T. Suzuki (Zen Mind, Beginner's Mind). All students must attend a day-long workshop on campus to practice specific meditation techniques, to discuss readings and to view films. Writing assignments will ask them to compare their workshop experiences with those they have read about. The date/time/location of the course will be available in the Department of Sociology / Anthropology (8th Floor H-building) during a given semester.

The pre-requisite of SOC 3, or HSS 21, or HSS 22 is required.

Credits: 1

Annually

SOC 195 Honors Study

Honors Study is designed to give outstanding students an opportunity to do independent work in their major under the guidance of a member of the faculty. To be eligible, students must have junior or senior status, a cumulative quality-point ratio of 3.00 and a 3.25 ratio in Sociology, and the permission of the Chair of the Department and the Dean. A total of six credits of Honors Study is the maximum allowed.

The pre-requisite of SOC 3, or HSS 21, or HSS 22 is required.

Credits: 3

On Demand

SOC 197 Independent Study

Prerequisite: Permission of Chair of the Department and the Dean.

The pre-requisite of SOC 3, or HSS 21, or HSS 22 is required.

Credits: 3

On Demand

SOC 198 Independent Study

Prerequisite: Permission of Chair of the Department and the Dean.

The pre-requisite of SOC 3, or HSS 21, or HSS 22 is required.

Credits: 3

On Demand

SOC 203 Special Topics

Special Topics

Credits: 1

On Demand

Social Science

The Division of Social Science, with the approval of the Director of the Division, offers an A.A. degree in Social Science, and interdisciplinary Bachelor of Arts and Bachelor of Science degrees in Social Science.

A.A. in Social Science

Associate Degree Requirements

To qualify for the associate degree in Applied Science or in Arts, students must complete at least 64 credits in the liberal arts and sciences with a minimum 2.0 grade-point average and satisfy the following requirements:

Conolly College of Liberal Arts and Science Skills/Proficiency Requirements Completion of the skills/proficiency courses listed in the undergraduate bulletin depends solely on placement examination.

The Skills Proficiency Courses are: DSM 01, DSM 09, ENG 13 or 13X, ENG 14 or 14X

DSM	01	Developmental Skills Mathematics 01	0.00
DSM	09	Developmental Skills Mathematics 09	0.00
ENG	13	English Composition	3.00
ENG	14	English Composition	3.00

Conolly College of Liberal Arts and Science Bachelor of Arts Core Curriculum Requirements

English Composition Core Requirement - One course

ENG	16	English Composition	3.00
ENG	16X	English Composition for Nonnative Speakers	3.00

Core Seminar Requirement - 3 credits

COS	50	Idea Of The Human	3.00
-----	----	-------------------	------

Speech Core Requirement - 3 credits

SPE	3	Oral Communication	3.00
-----	---	--------------------	------

English Literature Core Requirement - 6 credits

ENG	61	European Literatures I	3.00
ENG	62	European Literatures II	3.00
ENG	63	American Literatures	3.00
ENG	64	Non-Western Literatures	3.00
HEG	21	Literature of the Human Imagination	3.00
HEG	22	English Literature of the Human Imagination	3.00

Philosophy Core Requirement - 6 credits

PHI	61	Philosophical Explorations I	3.00
PHI	62	Philosophical Explorations II	3.00

History Core Requirement - 6 credits

HIS	1	History of Civilizations to 1500	3.00
HIS	2	History of Civilizations Since 1500	3.00

Social Science Core Requirement - 6 credits

ANT	4	Physical Anthropology	3.00
ANT	5	Cultural Anthropology	3.00
ECO	1	Introduction to Economics	3.00
ECO	2	Introduction to Economics	3.00
HSS	21	Civilization and Social Institutions	3.00
HSS	22	Civilization and Social Institutions	3.00
POL	11	Power and Politics	3.00
PSY	3	Introduction to Psychology	3.00
SOC	3	Introduction to Sociology	3.00

Communication, Visual and Performing Arts Core Requirement - 3 credits

ART	61	Introduction to Visual Art	3.00
DNC	61	Dance Through Time	3.00
HAR	21	Art, Music, and Dance in Social Context	3.00
HAR	22	Art, Music, and Dance in Social Context	3.00
MUS	61	Music and Culture	3.00
THE	61	The Theatrical Vision	3.00

Science Core - Students must take Plan B Science Core Plan A

BIO	3	Life: Its Origin, Maintenance and Future	4.00
BIO	4	Life: Its Origin, Maintenance and Future	4.00

Science Core Requirement - Plan B

BIO	22	Biology and Modern Technology	3.00
CHM	21	Chemistry and Modern Technology	3.00
PHY	20	The Physical Universe	4.00

Science Core Requirement - Science Core Plan C

BIO	3	Life: Its Origin, Maintenance and Future	4.00
-----	---	--	------

PHY	20	The Physical Universe	4.00
-----	----	-----------------------	------

Mathematics Core Requirement - One course

MTH	15	Mathematical Tools and Their Use	4.00
MTH	16	Finite Mathematics	3.00

Orientation Seminar Core Requirement

OS	1	The University: Discovery and Change	1.00
----	---	--------------------------------------	------

Liberal Arts and Science Foreign Language Core Curriculum Requirements

Must complete 6 credits in one of the foreign language disciplines listed below.

Foreign Language Core Spanish

SPA	11	Introductory Spanish I	3.00
SPA	12	Introductory Spanish II	3.00

Foreign Language Core French

FRE	11	Introductory French I	3.00
FRE	12	Introductory French II	3.00

Foreign Language Core Italian

ITL	11	Introductory Italian I	3.00
ITL	12	Introductory Italian II	3.00

Foreign Language Core Honors Spanish

HLS	21	Honors Spanish	3.00
HLS	22	Honors Spanish	3.00

Foreign Language Core Honors French

HLF	21	Honors French	3.00
HLF	22	Honors French	3.00

Electives
(to be determined by proficiency requirements)
Students who intend to continue on to a bachelor's degree must reapply for admission. Students interested in an associate degree should contact the Richard L. Conolly College Dean's Office.

B.A. in Social Science

The Division of Social Science offers an interdisciplinary major leading to a Bachelor of Arts degree in Social Science. This flexible program is intended to serve students who are already established in careers or whose professional goals and personal interests require an interdisciplinary course of study.

Students are permitted into the program only with the approval of the Director of the Division and, subsequently, must be closely counseled by a faculty member in their department of concentration in order to develop a coherent and well-integrated program.

96 credits are required in the Liberal Arts and Sciences. 48 credits must be above the 100 level.

Program Model
Proficiency Courses and Core Curriculum (see below)
Area of Concentration - 30 credits

3-6 credits of lower-division courses in concentration
 15 credits of upper-division courses in concentration
 9-12 credits of upper-division courses in other departments of the Division of Social Science

Social Science
Conolly College of Liberal Arts and Sciences Bachelor of Arts Core Requirements

One course from Social Science 223, 224 capstone series - 3 credits
 Electives (to be determined by proficiency requirements)

Conolly College of Liberal Arts and Science Skills/Proficiency Requirements
 Completion of the skills/proficiency courses listed in the undergraduate bulletin depends solely on placement examination.

The Skills Proficiency Courses are:
DSM 01, DSM 09, ENG 13 or 13X, ENG 14 or 14X

DSM	01	Developmental Skills Mathematics 01	0.00
DSM	09	Developmental Skills Mathematics 09	0.00
ENG	13	English Composition	3.00
ENG	14	English Composition	3.00

Conolly College of Liberal Arts and Science Bachelor of Arts Core Curriculum Requirements

English Composition Core Requirement - One course

ENG	16	English Composition	3.00
ENG	16X	English Composition for Nonnative Speakers	3.00

Core Seminar Requirement - 3 credits

COS	50	Idea Of The Human	3.00
-----	----	-------------------	------

Speech Core Requirement - 3 credits

SPE	3	Oral Communication	3.00
-----	---	--------------------	------

English Literature Core Requirement - 6 credits

ENG	61	European Literatures I	3.00
ENG	62	European Literatures II	3.00
ENG	63	American Literatures	3.00
ENG	64	Non-Western Literatures	3.00
HEG	21	Literature of the Human Imagination	3.00
HEG	22	English Literature of the Human Imagination	3.00

Philosophy Core Requirement - 6 credits

PHI	61	Philosophical Explorations I	3.00
-----	----	------------------------------	------

PHI	62	Philosophical Explorations II	3.00
-----	----	-------------------------------	------

History Core Requirement - 6 credits

HIS	1	History of Civilizations to 1500	3.00
-----	---	----------------------------------	------

HIS	2	History of Civilizations Since 1500	3.00
-----	---	-------------------------------------	------

Social Science Core Requirement - 6 credits

ANT	4	Physical Anthropology	3.00
-----	---	-----------------------	------

ANT	5	Cultural Anthropology	3.00
-----	---	-----------------------	------

ECO	1	Introduction to Economics	3.00
-----	---	---------------------------	------

ECO	2	Introduction to Economics	3.00
-----	---	---------------------------	------

HSS	21	Civilization and Social Institutions	3.00
-----	----	--------------------------------------	------

HSS	22	Civilization and Social Institutions	3.00
-----	----	--------------------------------------	------

POL	11	Power and Politics	3.00
-----	----	--------------------	------

PSY	3	Introduction to Psychology	3.00
-----	---	----------------------------	------

SOC	3	Introduction to Sociology	3.00
-----	---	---------------------------	------

Communication, Visual and Performing Arts Core Requirement - 3 credits

ART	61	Introduction to Visual Art	3.00
-----	----	----------------------------	------

DNC	61	Dance Through Time	3.00
-----	----	--------------------	------

HAR	21	Art, Music, and Dance in Social Context	3.00
-----	----	---	------

HAR	22	Art, Music, and Dance in Social Context	3.00
-----	----	---	------

MUS	61	Music and Culture	3.00
-----	----	-------------------	------

THE	61	The Theatrical Vision	3.00
-----	----	-----------------------	------

Science Core - Students must take Option B

Option A

BIO	3	Life: Its Origin, Maintenance and Future	4.00
-----	---	--	------

BIO	4	Life: Its Origin, Maintenance and Future	4.00
-----	---	--	------

Option B - 10 credits

BIO	22	Biology and Modern Technology	3.00
-----	----	-------------------------------	------

CHM	21	Chemistry and Modern Technology	3.00
-----	----	---------------------------------	------

PHY	20	The Physical Universe	4.00
-----	----	-----------------------	------

Option C

BIO	3	Life: Its Origin, Maintenance and Future	4.00
-----	---	--	------

PHY	20	The Physical Universe	4.00
-----	----	-----------------------	------

Mathematics Core Requirement - One course

MTH	15	Mathematical Tools and Their Use	4.00
-----	----	----------------------------------	------

MTH	16	Finite Mathematics	3.00
-----	----	--------------------	------

Orientation Seminar Core Requirement

OS	1	The University: Discovery and Change	1.00
----	---	--------------------------------------	------

Liberal Arts and Science Foreign

Language Core Curriculum Requirements

Must complete 6 credits in one of the foreign language disciplines listed below.

Foreign Language Core Spanish

SPA	11	Introductory Spanish I	3.00
-----	----	------------------------	------

SPA	12	Introductory Spanish II	3.00
-----	----	-------------------------	------

Foreign Language Core French

FRE	11	Introductory French I	3.00
-----	----	-----------------------	------

FRE	12	Introductory French II	3.00
-----	----	------------------------	------

Foreign Language Core Italian

ITL	11	Introductory Italian I	3.00
-----	----	------------------------	------

ITL	12	Introductory Italian II	3.00
-----	----	-------------------------	------

Foreign Language Core Non-Equivalent Transfer

Foreign Language Core Honors Spanish

HLS	21	Honors Spanish	3.00
-----	----	----------------	------

HLS	22	Honors Spanish	3.00
-----	----	----------------	------

Foreign Language Core Honors French

HLF	21	Honors French	3.00
-----	----	---------------	------

HLF	22	Honors French	3.00
-----	----	---------------	------

B.S. in Social Science

The Division of Social Science offers an interdisciplinary major leading to a Bachelor of Science degree in Social Science. This flexible program is intended to serve students who are already established in careers or whose professional goals and personal interests require an interdisciplinary course of study.

Students are permitted into the program only with the approval of the Director of the Division and, subsequently, must be closely counseled by a faculty member in their department of concentration in order to develop a coherent and well-integrated program.

64 credits are required in the Liberal Arts and Sciences.

48 credits must be above the 100 level.

Program Model

Proficiency Courses and Core Curriculum (see below)

Area of Concentration - 30 credits

3-6 credits of lower-division courses in concentration

15 credits of upper-division courses in concentration

9-12 credits of upper-division courses in other departments of the Division of Social Science

Social Science

One course from Social Science 223, 224 capstone

Brooklyn Campus

series - 3 credits

Electives (to be determined by proficiency requirements)

Conolly College of Liberal Arts and Sciences Bachelor of Science Core Requirements

Conolly College of Liberal Arts and Science Skills/Proficiency Requirements Completion of the skills/proficiency courses listed in the undergraduate bulletin depends solely on placement examination.

The Skills Proficiency Courses are: DSM 01, DSM 09, ENG 13 or 13X, ENG 14 or 14X

DSM	01	Developmental Skills Mathematics 01	0.00
DSM	09	Developmental Skills Mathematics 09	0.00
ENG	13	English Composition	3.00
ENG	14	English Composition	3.00

Conolly College of Liberal Arts and Science Bachelor of Arts Core Curriculum Requirements

English Composition Core Requirement - Three credits from the following

ENG	16	English Composition	3.00
ENG	16X	English Composition for Nonnative Speakers	3.00

Core Seminar Requirement

COS	50	Idea Of The Human	3.00
-----	----	-------------------	------

Speech Core Requirement

SPE	3	Oral Communication	3.00
-----	---	--------------------	------

English Literature Core Requirement - Six credits from the following (a student must be in the Honors Program to take HEG 21 and HEG 22)

ENG	61	European Literatures I	3.00
ENG	62	European Literatures II	3.00
ENG	63	American Literatures	3.00
ENG	64	Non-Western Literatures	3.00
HEG	21	Literature of the Human Imagination	3.00
HEG	22	English Literature of the Human Imagination	3.00

Philosophy Core Requirement

PHI	61	Philosophical Explorations I	3.00
PHI	62	Philosophical Explorations II	3.00

History Core Requirement

HIS	1	History of Civilizations to 1500	3.00
-----	---	----------------------------------	------

HIS	2	History of Civilizations Since 1500	3.00
-----	---	-------------------------------------	------

Social Science Core Requirement - Six credits from the following (a student must be in the Honors Program to take HSS 21 and HSS 22)

ANT	4	Physical Anthropology	3.00
ANT	5	Cultural Anthropology	3.00
ECO	1	Introduction to Economics	3.00
ECO	2	Introduction to Economics	3.00
HSS	21	Civilization and Social Institutions	3.00
HSS	22	Civilization and Social Institutions	3.00
POL	11	Power and Politics	3.00
PSY	3	Introduction to Psychology	3.00
SOC	3	Introduction to Sociology	3.00

Communication, Visual and Performing Arts Core Requirement - Three credits from the following (a student must be in the Honors Program to take HAR 21 or HAR 22)

ART	61	Introduction to Visual Art	3.00
DNC	61	Dance Through Time	3.00
HAR	21	Art, Music, and Dance in Social Context	3.00
HAR	22	Art, Music, and Dance in Social Context	3.00
MUS	61	Music and Culture	3.00
THE	61	The Theatrical Vision	3.00

Science Core Requirement

BIO	22	Biology and Modern Technology	3.00
CHM	21	Chemistry and Modern Technology	3.00
PHY	20	The Physical Universe	4.00

Mathematics Core Requirement - One course

MTH	15	Mathematical Tools and Their Use	4.00
MTH	16	Finite Mathematics	3.00

Orientation Seminar Core Requirement

OS	1	The University: Discovery and Change	1.00
----	---	--------------------------------------	------

Liberal Arts and Science Foreign Language Core Curriculum Requirements

Must complete 6 credits in one of the foreign language disciplines listed below. Foreign Language Core Spanish

SPA	11	Introductory Spanish I	3.00
-----	----	------------------------	------

SPA	12	Introductory Spanish II	3.00
-----	----	-------------------------	------

Foreign Language Core French

FRE	11	Introductory French I	3.00
FRE	12	Introductory French II	3.00

Foreign Language Core Italian

ITL	11	Introductory Italian I	3.00
ITL	12	Introductory Italian II	3.00

Foreign Language Core Non-Equivalent Transfer

Foreign Language Core Honors Spanish - A student must be in the Honors Program to take the following

HLS	21	Honors Spanish	3.00
HLS	22	Honors Spanish	3.00

Foreign Language Core Honors French - A student must be in the Honors Program to take the following

HLF	21	Honors French	3.00
HLF	22	Honors French	3.00

Social Science Courses

SSC 111 Domestic Violence Conf

Conference

Credits: 1

On Occasion

SSC 190 Research Seminar

Designed to encourage and assist students interested in graduate-level study in the social sciences (anthropology, economics, history, political science, psychology, sociology and urban studies). Students are required to do research in their discipline/academic major or field of graduate interest. Interaction with professors and peers exposes students to academic subjects and research techniques. Emphasis is on strengthening research and writing skills and on guidance toward the completion of a graduate-level research paper.

Three credits. Prerequisite: Approval of appropriate Social Science Chair; Offered every year

Credits: 3

On Demand

SSC 223 Capstone Seminar in the Social Sciences

The Capstone Seminar in the Social Sciences is required of all Social Science majors in their senior year. The seminar is an exploration and analysis from an interdisciplinary perspective of select critical issues, problems and frontiers in the social sciences that allows students to apply skills and analytical tools developed throughout their years of involvement in social science disciplines. Normally team taught, the seminar promotes experimentation and provides a culminating academic focus for social science majors. Course topics and themes vary from year to year.

Credits: 3

Every Fall and Spring

SSC 224 Capstone Seminar in Social Seminar

The Capstone Seminar in the Social Sciences is required of all Social Science majors in their senior year. The seminar is an exploration and analysis from an interdisciplinary perspective of select critical issues, problems and frontiers in the social sciences that allows students to apply skills and analytical tools developed throughout their years of involvement in social science disciplines. Normally team taught, the seminar promotes experimentation and provides a culminating academic focus for social science majors. Course topics and themes vary from year to year.

Credits: 3

Every Fall and Spring

SSC 228 Hatha Yoga 1

Hatha Yoga is a physical practice of asanas (yoga postures). It is a balance and integration of opposites: positive/negative; active/passive; left/right. The challenging process balancing the body through the combination of movement and breath achieves balance of the mind and spirit. Thus, the primary focus of Hatha Yoga is to unite body, mind and spirit. Reading and written assignments are geared to a full understanding of this discipline. Three hours. May be taken twice for credit.

Credits: 2

Every Fall and Spring

SSC 229 Hatha Yoga 2

A continuation of Dance 111.1 with the addition of more challenging asanas. Students will keep a journal of their progress and their observations. May be taken twice for credit.

Pre-requisite of DNC 1111 is required.

Credits: 2

Every Fall and Spring

SSC 230 Ethnic Entrepreneurship

The goal of this course is to provide students with a survey of intellectual thought on the subject of entrepreneurship. Soc/Ant 168 reviews entrepreneurship from various levels of analysis: the individual, the organization, the industry, the organizational field, and the global perspective. Special attention will be paid to similarities and differences among diverse national, ethnic and racial groups in the USA and Asia.

The pre-requisite of SOC 3, or HSS 21, or HSS 22 is required.

Credits: 3

On Occasion

SSC 231 Honors Advanced Elective Seminar

An interdisciplinary seminar that engages students in explorations of unique topics proposed by faculty from departments and programs across the university and occasionally from members of the professional world. Seminar topics are first reviewed and approved by members of the University Honors Program and the Honors Advisory Board. Faculty teaching Honors Advanced

Elective Seminars are encouraged to integrate experimental and non-traditional pedagogies into their courses, including field trips, workshops, and student organized exercises. Topics change each semester.

Student must be part of the Brooklyn Honors Student Group in order to register for the course.

Credits: 3

Every Semester

SSC 232 Intelligence and Covert Operations in U.S. Foreign Policy

An examination of the use of intelligence in government decision making and covert operations in U.S. foreign policy as a middle ground between diplomacy and direct military intervention. The methods of intelligence gathering, analysis and operations and the how and why policy-makers decide on the option of covert action are explored, as are the tensions between secrecy and democratic accountability; foreign policy decisions and strategic choices; the role of the CIA and its key missions; espionage, counterintelligence and covert operations; and other civilian and military intelligence bodies. Case studies of covert operations are reviewed.

The pre-requisite of POL 11, or HSS 21, or HSS 22 is required.

Credits: 3

On Occasion

SSC 233 Contemporary Puerto Rican Literature

Study of twentieth century fiction, poetry and theatre from 1930 to the present. Conducted in Spanish.

Credits: 3

On Demand

SSC 234 Non-Western or Post-Colonial Literature

This course focuses on works, in English and in translation, emerging from non-Western cultures, including the cultures of Asia, Africa and South America. Courses in this category span a geographical region and a period of time adequate to address the historical context of the literature. Themes vary from semester to semester and may include topics such as: Voices of the African Diaspora, Buddhism in Asian Literatures, or Postcolonial Literature and the Atlantic World.

Of the following pre-requisites two courses are required: ENG 61, ENG 62, ENG 63 and or ENG 64; or HEG 21 and 22.

Credits: 3

Annually

SSC 235 Caribbean and Latin American Cultures and Societies

A comparative survey of indigenous, diaspora, colonial and postcolonial cultures in the Caribbean and Latin America. Special topics may include creole, literacy and other language issues; migration and transnational identities; gender; poverty and socioeconomic development; African identities in the New World; and ritual and performance.

The pre-requisite of ANT 4, or ANT 5, or HSS 21,

or HSS 22 is required.

Credits: 3

Every Fall

SSC 236 Latin American Politics

The politics of Latin America in revolution and reform, military coups and democracy movements, human rights struggles and experiments with economic models from socialism to laissez-faire capitalism. The political, social and economic developments in Latin America are examined, with special attention to historical antecedents, recent democratization processes, social and economic conditions, the role of the military, and current issues, such as the impact of globalization. The effects of American foreign policy and major theories explaining Latin American development and politics are also included.

The pre-requisite of POL 11, or HSS 21, or HSS 22 is required.

Credits: 3

Alternate Years

SSC 239 East Asian Cultures and Societies

An examination of the major social institutions and cultural patterns of Asian people. Special emphasis is placed on China, Japan, Korea and Vietnam.

The pre-requisite of SOC 3, or HSS 21, or HSS 22 is required.

Credits: 3

Annually

Minor in Asian Studies

The Asian Studies Minor Program is a twelve-credit minor program with an interdisciplinary approach to make use of the numerous courses within various departments at LIU Brooklyn. The cross-listed courses for the Asian Studies Minor Program have included those in Sociology, Anthropology, Political Science, History, Art, Dance, Media Arts, Philosophy and Economics. In addition, each student enrolled in the Asian Studies Minor must attend at least one Asia Forum, a public lecture given each semester on differing subjects having to do with the Asian Continent.

The Asian Studies Minor offers the student an addition to their diploma that many in the business community and world of higher education will find attractive in this age where the ascendance of Asia is the driving force behind major changes in a globalized economy. For a list of courses designated for the Asian Studies Minor and for advisement and further information, please Contact: Professor Haesook Kim, Director - Asian Studies Program 718-246-6441 hkim@liu.edu

Minor in Latin American and Caribbean Studies

Students in any school or department may pursue an academic minor in Latin American and Caribbean Studies, an interdisciplinary field that provides students with a broad understanding of the politics, history, economics, cultures, literature and languages of an important and diverse region of the world. A cross-cultural understanding of the Latin American-Caribbean region is a valuable asset, opening a window into foreign histories and perspectives outside the U. S. experience that broaden horizons and increase marketable capabilities.

Some of the issues addressed by the program include Latin American and Caribbean politics, cultures and societies; dependency theory (which originated in the region), modernization and corporatism; class, race, gender and ethnicity; nationalism; religion (liberation theology); political and social movements, popular revolutions and socialist experiments, military coups and regimes, and human rights concepts and movements; contributions of the region to the arts (magical realism, poetry, murals, dance, music, theatre) and international law; and languages and literature.

For a list of courses designated for the Latin American and Caribbean Studies program and for advisement and further information, please contact Professor J. Patrice McSherry, Political Science Department, Room H-842; (718) 780-4105.

COMMUNICATIONS, VISUAL AND PERFORMING ARTS (DIVISION IV)

The Division of Communications, Visual and Performing Arts offers majors in visual arts, dance, journalism, media arts, music, and communication studies, with a concentration in theatre. Master of Arts and Master of Fine Arts graduate programs are offered in media arts.

Students must fulfill the requirements of the core curriculum, and satisfy the requirements of their major. Of the 128 credits required for graduation, at least 48 must be earned in courses numbered above 100.

Department of Journalism and Communication Studies

Professors Bird, Engelman (Chair), Parisi
Professor Emeritus Freeman
Associate Professors Bennahum, Del Collins,
Greaves-Venzen, Rauch
Assistant Professors Polisar
Adjunct Faculty: 20

The study of communications is vital for our public life as a nation, our individual professional careers and our inter-personal relations. The Department of Journalism and Communication Studies enables students to master a broad range of communication theories and skills through two dynamic programs: a news-editorial and production program leading to a **B.A. in Journalism** and a Communication Studies program leading to a **B.A. in Speech**. The Journalism Program prepares students for exciting careers in print, broadcast, multi-media and online journalism as well as public relations, corporate communications and the legal profession. The Communication Studies Program empowers students to become effective communicators, resulting in improved personal relationships, greater academic success and the realization of career goals.

Journalism

The Bachelor of Arts in Journalism capitalizes on LIU's location in the media capital of the world to prepare students for a wide variety of media careers. We offer concentrations in print and broadcast journalism as well as in online and multimedia reporting. Students may also specialize in sports or international journalism as well as public relations or pre-law studies. Students apply their skills at the campus newspaper and radio and TV stations. They also receive invaluable experience as interns for news organizations like NY 1, The New York Times, Vibe, CNN, MTV and CBS Sports. Journalism majors have also had

foreign journalism internships in Russia, South Africa, England and India funded by the department's Kruglak Fellowship.

B.A. in Journalism

Bachelor of Arts Core Requirements Skills/Proficiency Requirements

Completion of the skills/proficiency courses listed in the undergraduate bulletin depends solely on placement examination.

The Skills Proficiency Courses are:

DSM 01, DSM 09, ENG 13 or 13X, ENG 14 or 14X

DSM	01	Developmental Skills Mathematics 01	0.00
DSM	09	Developmental Skills Mathematics 09	0.00
ENG	13	English Composition	3.00
ENG	14	English Composition	3.00

Bachelor of Arts Core Curriculum Requirements

English Composition Core Requirement - One course from the following

ENG	16	English Composition	3.00
ENG	16X	English Composition for Nonnative Speakers	3.00

Core Seminar Requirement

COS	50	Idea Of The Human	3.00
-----	----	-------------------	------

Speech Core Requirement

SPE	3	Oral Communication	3.00
-----	---	--------------------	------

English Literature Core Requirement - Six credits from the following (a student must be in the Honors Program to take HEG 21 and HEG 22)

ENG	61	European Literatures I	3.00
ENG	62	European Literatures II	3.00
ENG	63	American Literatures	3.00
ENG	64	Non-Western Literatures	3.00
HEG	21	Literature of the Human Imagination	3.00
HEG	22	English Literature of the Human Imagination	3.00

Philosophy Core Requirement

PHI	61	Philosophical Explorations I	3.00
PHI	62	Philosophical Explorations II	3.00

History Core Requirement

HIS	1	History of Civilizations to 1500	3.00
HIS	2	History of Civilizations Since 1500	3.00

Social Science Core Requirement - Six credits from the following (a student must be in the Honors Program to take HSS 21 and HSS 22)

ANT	4	Physical Anthropology	3.00
ANT	5	Cultural Anthropology	3.00
ECO	1	Introduction to Economics	3.00
ECO	2	Introduction to Economics	3.00
HSS	21	Civilization and Social Institutions	3.00
HSS	22	Civilization and Social Institutions	3.00
POL	11	Power and Politics	3.00
PSY	3	Introduction to Psychology	3.00
SOC	3	Introduction to Sociology	3.00

Communication, Visual and Performing Arts Core Requirement - Three credits from the following (a student must be in the Honors Program to take HAR 21 or HAR 22)

ART	61	Introduction to Visual Art	3.00
DNC	61	Dance Through Time	3.00
HAR	21	Art, Music, and Dance in Social Context	3.00
HAR	22	Art, Music, and Dance in Social Context	3.00
MUS	61	Music and Culture	3.00
THE	61	The Theatrical Vision	3.00

Science Core Requirement

BIO	22	Biology and Modern Technology	3.00
CHM	21	Chemistry and Modern Technology	3.00
PHY	20	The Physical Universe	4.00

Mathematics Core Requirement - One course from the following

MTH	15	Mathematical Tools and Their Use	4.00
MTH	16	Finite Mathematics	3.00

Orientation Seminar Core Requirement

OS	1	The University: Discovery and Change	1.00
----	---	--------------------------------------	------

Liberal Arts and Science Foreign

Language Core Curriculum Requirements

Must complete 6 credits in one of the foreign language disciplines listed below.

Foreign Language Core Spanish

SPA	11	Introductory Spanish I	3.00
SPA	12	Introductory Spanish II	3.00

Foreign Language Core French

FRE	11	Introductory French I	3.00
FRE	12	Introductory French II	3.00

Foreign Language Core Italian

ITL	11	Introductory Italian I	3.00
ITL	12	Introductory Italian II	3.00

Foreign Language Core Honors Spanish - A student must be in the Honors Program to take the following

HLS	21	Honors Spanish	3.00
HLS	22	Honors Spanish	3.00

Foreign Language Core Honors French - A student must be in the Honors Program to take the following

HLF	21	Honors French	3.00
HLF	22	Honors French	3.00

Journalism Bachelor of Arts Major Requirements

Journalism - Major Grade Point Average 2.00 Major GPA Required

Journalism B.A. Requirements Must Complete All Courses In This Requirement

JOU	100	History of the Press	3.00
JOU	101	The Law of Communications	3.00
JOU	119	News Writing	3.00
JOU	120	Introduction to Mass Communication	3.00
JOU	135	News Reporting I	3.00
JOU	136	News Reporting II	3.00
JOU	160	Cooperative Training	1.00

12 Additional Credits in Journalism Courses Numbered Above 100

Journalism Ancillary Requirements - One (1) Course Required

ART	124	Computer Graphics I	3.00
MA	106	Video Workshop	3.00
MA	111	Photojournalism	3.00
MA	115	Introduction to Photography	3.00
MA	124	Computer Graphics I	3.00

Minor in Journalism

A Journalism minor requires 12 credits at or above the 100 level.

Communication Studies

The Bachelor of Arts in Speech develops human communication and performance skills that lead to self-realization, creative thinking, and problem solving. Our degree offers a concentration, for majors and non-majors, in Communication Studies, with specific curricular, extracurricular and internship programs to fit individual student needs.

B.A. in Speech

The Bachelor of Arts degree helps students develop interpersonal and public communication skills in order to interact effectively within business, artistic and social environments. A major may select, as part of the 36 required credits, 6 to 9 credits in Theatre courses. Majors should consult with the Departmental Chair concerning selection of Theatre courses.

Program Model

Proficiency Courses and Core Curriculum - see below

Department Requirements - Thirty-six credits in the major to be selected in consultation with the student's departmental advisor

Distribution - Any six credits from advanced Art, Dance, English, Journalism, Media Arts, Music, Psychology, Sociology or Teaching and Learning courses.

Electives (to be determined by proficiency requirements)

Bachelor of Arts Core Requirements

Skills/Proficiency Requirements

Completion of the skills/proficiency courses listed in the undergraduate bulletin depends solely on placement examination.

The Skills Proficiency Courses are:

DSM 01, DSM 09, ENG 13 or 13X, ENG 14 or 14X

DSM	01	Developmental Skills Mathematics 01	0.00
DSM	09	Developmental Skills Mathematics 09	0.00
ENG	13	English Composition	3.00
ENG	14	English Composition	3.00

Bachelor of Arts Core Curriculum Requirements

English Composition Core Requirement - Three credits from the following

ENG	16	English Composition	3.00
ENG	16X	English Composition for Nonnative Speakers	3.00

Core Seminar Requirement

COS	50	Idea Of The Human	3.00
-----	----	-------------------	------

Speech Core Requirement

SPE	3	Oral Communication	3.00
-----	---	--------------------	------

English Literature Core Requirement - Six credits from the following (a student must be in the Honors Program to take HEG 21 and HEG 22)

ENG	61	European Literatures I	3.00
ENG	62	European Literatures II	3.00
ENG	63	American Literatures	3.00
ENG	64	Non-Western Literatures	3.00
HEG	21	Literature of the Human Imagination	3.00
HEG	22	English Literature of the Human Imagination	3.00

Philosophy Core Requirement

PHI	61	Philosophical Explorations I	3.00
PHI	62	Philosophical Explorations II	3.00

History Core Requirement

HIS	1	History of Civilizations to 1500	3.00
HIS	2	History of Civilizations Since 1500	3.00

Social Science Core Requirement - Six credits from the following (a student must be in the Honors Program to take HSS 21 and HSS 22)

ANT	4	Physical Anthropology	3.00
ANT	5	Cultural Anthropology	3.00
ECO	1	Introduction to Economics	3.00
ECO	2	Introduction to Economics	3.00
HSS	21	Civilization and Social Institutions	3.00
HSS	22	Civilization and Social Institutions	3.00
POL	11	Power and Politics	3.00
PSY	3	Introduction to Psychology	3.00
SOC	3	Introduction to Sociology	3.00

Communication, Visual and Performing Arts Core Requirement - Three credits from the following (a student must be in the Honors Program to take HAR 21 or HAR 22)

ART	61	Introduction to Visual Art	3.00
DNC	61	Dance Through Time	3.00
HAR	21	Art, Music, and Dance in Social Context	3.00
HAR	22	Art, Music, and Dance in Social Context	3.00

MUS	61	Music and Culture	3.00
-----	----	-------------------	------

THE	61	The Theatrical Vision	3.00
-----	----	-----------------------	------

Science Core Requirement

BIO	22	Biology and Modern Technology	3.00
-----	----	----------------------------------	------

CHM	21	Chemistry and Modern Technology	3.00
-----	----	------------------------------------	------

PHY	20	The Physical Universe	4.00
-----	----	-----------------------	------

Mathematics Core Requirement - One course from the following

MTH	15	Mathematical Tools and Their Use	4.00
-----	----	-------------------------------------	------

MTH	16	Finite Mathematics	3.00
-----	----	--------------------	------

Orientation Seminar Core Requirement

OS	1	The University: Discovery and Change	1.00
----	---	---	------

Liberal Arts and Science Foreign**Language Core Curriculum Requirements****Must complete 6 credits in one of the foreign language disciplines listed below.****Foreign Language Core Spanish**

SPA	11	Introductory Spanish I	3.00
-----	----	------------------------	------

SPA	12	Introductory Spanish II	3.00
-----	----	-------------------------	------

Foreign Language Core French

FRE	11	Introductory French I	3.00
-----	----	-----------------------	------

FRE	12	Introductory French II	3.00
-----	----	------------------------	------

Foreign Language Core Italian

ITL	11	Introductory Italian I	3.00
-----	----	------------------------	------

ITL	12	Introductory Italian II	3.00
-----	----	-------------------------	------

Foreign Language Core Honors Spanish - A student must be in the Honors Program to take the following

HLS	21	Honors Spanish	3.00
-----	----	----------------	------

HLS	22	Honors Spanish	3.00
-----	----	----------------	------

Foreign Language Core Honors French - A student must be in the Honors Program to take the following

HLF	21	Honors French	3.00
-----	----	---------------	------

HLF	22	HonorsFrench	3.00
-----	----	--------------	------

Journalism Courses

JOU 100 History of the Press

The history of journalism from European and Colonial roots to the contemporary American scene in relation to relevant economic, social and cultural currents, particularly during periods of transition and crisis.

Credits: 3

Every Spring

JOU 101 The Law of Communications

An examination of the specific legal rights and responsibilities of the journalist. Students study the changing concepts of freedom of the press, defamation, privacy, copyright, and legal shields for the vital philosophical lessons they provide. Open only to juniors and seniors or with permission of instructor.

Credits: 3

Every Fall

JOU 102 The Press in a Democratic Society

The role, impact and responsibilities of journalists and mass media in a free society. Recommended for juniors and seniors.

Credits: 3

On Demand

JOU 103 Public Opinion and Advocacy

Journalism

The formation, measurement and effects of public opinion relating to mass communications and to other forms of collective behavior. An examination of points of view in mainstream and alternative media, public access to mass and interactive media, and techniques of persuasion and propaganda.

Credits: 3

On Demand

JOU 104 Publishing

A general survey of book, magazine and specialty publishing that treats editorial and economic aspects of their profession. The course is structured in three or four modules, each taught by a professional.

Credits: 3

On Demand

JOU 105 Mass Media and Minorities

An overview of minority publications in the United States with attention to prominent figures and issues addressed during critical eras. Consideration of the influence of the ethnic press; ethical problems encountered in reporting; and issues of prejudice, poverty and race as reported in the mass media. Examination of contemporary social science research and governmental findings on media coverage, violence and race.

Credits: 3

On Demand

JOU 107 International Newsgathering Systems

Development, practices and concepts of the foreign press and international communications.

Consideration of such structures as social institutions and their role in the press systems of developing countries. History of media in authoritarian systems; existing techniques of control; and political, economic, legal and cultural barriers that inhibit freedom and the dissemination of information. Review of communication channels and interactive media that open or restrict the information flow in our global telecommunications grid.

Credits: 3

Every Spring

JOU 109 Mass Media and Culture

Examination of how mass media portray and are influenced by popular and folk cultures. Students survey historical, theoretical and empirical data concerning the relationships between media and artifacts of mass culture. Various cultural manifestations, such as supermarket tabloids, and unofficial forms of expression, such as rumor cycles, are studied to determine how the media both initiate and report the expression of various regional and social groups.

Credits: 3

On Demand

JOU 110 Case Studies in International Newsgathering Systems

With a variety of systems in a changing world, case studies in international news gathering are designed to zero in on specific problems of press freedom under different political systems. Press function and censorship in non-Western countries and press-public relations in other systems form the core of the course.

Credits: 3

On Demand

JOU 111 Photojournalism

A production-based class exploring the use of traditional photography and electronic media imaging. Topics include the photo essay, the ethical use of images in media, photo documentary, and the human condition in photography. Students are required to complete weekly photographic and written narrative assignments as well as a final documentary project.

Pre-requisite of MA 115/ART 115 is required or permission of the instructor.

Credits: 3

Every Spring

JOU 118 Media Management

The course concentrates on the business and management side of large media organizations as well as special interest and foreign language publications. Focus is on new management concepts and new solutions to the complex problems facing today's media organizations. Specific areas addressed include administrative

service, management planning systems, corporation strategy and collective bargaining.

Credits: 3

On Demand

JOU 119 News Writing

Introduction to writing news stories, which are studied for their organization, form, style and effectiveness as expression and communication. In newsroom laboratory sessions, students apply professional standards to frequent assignments. Four hours. Note: English majors should be sure to register for this course as ENG 126 rather than JOU 119.

Pre-requisite of ENG 16 is required.

Credits: 3

Every Fall and Spring

JOU 120 Introduction to Mass Communication

An introduction to the fields of print, electronic and interactive New Media. Students are exposed to media theory and to a critical approach to the function of mass communications in American society. They examine the role of newspapers, magazines and books, as well as film, recording and broadcasting. The impact of cable TV, personal computers, New Media and other new communication technologies receives special attention. The course also reviews persuasive uses of mass media in politics, advertising and public relations.

Credits: 3

Every Fall and Spring

JOU 122 Magazine Journalism I: Article Writing

Students learn to develop and research feature article ideas, make subjects come alive, and angle their work toward popular and specialized publications.

Pre-requisite of JOU 119 is required.

Credits: 3

Every Fall

JOU 126 Advertising I: Principles

An introduction to advertising with emphasis on effective creative strategies. Students gain insight into all phases of the business E print, radio, television, agency operations and research.

Credits: 3

Annually

JOU 129 Broadcast Journalism I: Radio Journalism

An applied course that allows students to develop the skills to research, write, produce and present news reports, features and documentaries for radio. *The pre-requisite of JOU 119 / ENG 126 is required or permission of the Department.*

Credits: 3

Every Fall

JOU 130 Broadcast Journalism II: Television News Writing

A skills course that focuses on writing for television newscasts and on providing technical direction for

behind-the-scenes directors regarding video tapes, sound bites, live shots, timing, and on-screen graphics. Included are analyses of TV news content, the historic and current impact of television on print journalism, and comparisons of various news media.

The pre-requisite of JOU 119 / ENG 126 is required or permission of the Department.

Credits: 3

Every Fall

JOU 131 History of Broadcasting

An introduction to the history of radio and television. Topics include the changing relationship between politics and broadcasting, the mobilization of broadcasting resources during wars, the complex relationship between the broadcasting industry and the government, and the growth and nature of federal regulatory legislation.

Credits: 3

Alternate Spring

JOU 132 Tv News Workshop

A practical application of skills and knowledge base obtained in Journalism 130. Students will create video news reports.

Credits: 3

On Demand

JOU 135 News Reporting I

Emphasis is on fundamental skills of news reporting, including in-class exercises with various forms of stories found in daily newspapers. Stress is placed on mastering reportorial insight, skills and story structure. Students are assigned stories outside the classroom. News coverage is examined and critiqued.

The pre-requisite of JOU 119 / ENG 126 is required.

Credits: 3

Every Fall

JOU 136 News Reporting II

Advancement of the skills gained in Journalism 135 with an intensive study of actual newsroom problems and the preparation of longer, more complex interpretative stories. Includes field assignments that require students to report stories off campus, as well as in-class writing assignments. Frequent quizzes are administered.

Pre-requisite of JOU 135 is required.

Credits: 3

Every Spring

JOU 137 News Editing and Makeup

Exploration of the fundamentals of news values, journalism style, story organization and headline writing. Review of mechanics and grammar. Page and photography layout are studied in addition to mastery of electronic editing. Recommended for juniors and seniors.

The pre-requisite of JOU 119 / ENG 126 is required.

Credits: 3

On Demand

JOU 140 Investigative Journalism

The course will provide an introduction to the history and practice of investigative reporting in the United States that goes beyond coverage of day-to-day breaking news. It will examine the historical tradition of the press is uncovering wrongdoing through in-depth reporting. Students will be introduced to the tools and techniques of gathering and analyzing difficult-to-obtain information from primary and secondary sources, including public records, databases and interviews. Each student will select and implement an investigative project.

The pre-requisite of JOU 119 / ENG 126 is required.

Credits: 3

On Occasion

JOU 141 Online Journalism

An introduction to writing, reporting and editing for news Web sites, blogs, and more. Topics include media convergence, interactivity, linking, RSS, podcasting, citizen journalism. Provides hands-on instruction in digital content gathering and multimedia presentation. Also addresses issues of social responsibility, credibility, law, and ethics as they relate to Internet journalism.

The pre-requisite of JOU 119 / ENG 126 is required or permission of the Department.

Credits: 3

Every Spring

JOU 143 Magazine Journalism II: Editing and Production

Copy and production editing for all types of magazines, including the one-person staff magazine and the highly departmentalized magazine. Topics include line and copy editing, proofreading, production, editorial hierarchies, manuscript selection, editorial research, layout, administration, management, and issue planning.

Credits: 3

Every Spring

JOU 144 Entertainment Journalism

Entertainment Journalism will provide a historical overview of the rise of entertainment and celebrity journalism in the United States. The course will examine case studies of celebrity coverage in various fields, from entertainment and sports to politics.

The class will consider the impact of paparazzi and bloggers. Students will also get training in reviewing popular culture and preparing for celebrity interviews and reporting.

The pre-requisite of JOU 119 / ENG 126 is required or permission of the Department.

Credits: 3

Every Fall

JOU 145 Public Relations I: Introduction

(Same as Media Arts 153.1)

Public relations principles and practices with special attention to theory, function, ethics, audience analysis and related communications skills. Also, public relations research, planning and

development. Case histories and term projects familiarize students with the public relations activities of organizations such as corporations, governmental agencies, medical centers and nonprofit agencies. (Same as Media Arts 153.1)

Credits: 3

Every Spring

JOU 146 Public Relations II: Case Studies

Exploration of the principles of strategic planning and persuasion, the creation of audiences, media placement, and the development of publicity campaigns. Review of various internal publications with attention to their design, content and persuasive capabilities. Time is devoted to practical applications and case studies. (Same as Media Arts 153.2)

The pre-requisite of JOU 119 / ENG 126 is required or permission of the Department.

Credits: 3

Every Fall

JOU 147 Public Relations III: Sports Information and Public Relations

Students examine the techniques of sports publicity, promotion and marketing for both amateur and professional athletics. Students study the production of sports statistics, press releases, press kits and marketing strategies for print and broadcast media. Sports information professionals meet with students to assist them in developing their own promotional projects. The class also considers more broadly the business of sports and the role of sports in American society. (Same as Media Arts 140)

The pre-requisite of JOU 119 / ENG 126 is required or permission of the Department.

Credits: 3

Every Fall

JOU 151 Sports Reporting

Covers all aspects of sports reporting from spot-reporting techniques to features, columns and commentary. Techniques of developing expertise in various sports are discussed. Frequent assignments include game coverage to give students first-hand experience. (Same as Media Arts 151)

Pre-requisite of JOU119/ENG 126 or MA 150 is required, or permission of the Department.

Credits: 3

Annually

JOU 152 Business Reporting

An introduction to the skills and basic knowledge needed to cover business news in various areas: finance (including personal finance), technology, health care, entertainment, communications, international business, politics, and consumer marketing and advertising. Also, the evolving role financial electronic newsletters and webzines play is examined. The primary focus is on developing the ability to report business news for a mainstream audience.

The pre-requisite of JOU 119 / ENG 126 is required or permission of the Department.

Credits: 3

Every Spring

JOU 153 Medical and Scientific Writing

Students learn how to interpret and report medical research and scientific technology for popular and specialized publications. Emphasis is on converting technical information into news and feature articles for consumers and professionals. Prerequisites: Completion of English skills and science core requirements or equivalent.

Credits: 3

On Occasion

JOU 157 Advertising II: Creative Aspects

Copywriting techniques for print media, radio and television and the creation of complete promotion packages for direct marketing. Students develop practical skills by creating advertising letters, brochures and commercials. For students who may be considering advertising as a profession. (Same as Media Arts 157)

Pre-requisite of JOU119/ENG 126 or MA 150 is required, or permission of the Department.

Credits: 3

On Occasion

JOU 160 Cooperative Training

Journalism majors engage in on-the-job study projects under the supervision of the Department. This course may be taken for four semesters. Pass/Fail only. Prerequisite: Permission of Department Chair

Credits: 1

Every Semester

JOU 161 Campus News Media Internship

Journalism majors work as interns on Seawanhaka and other campus news media, with emphasis on publishing their own work. This course provides academic recognition for applied journalistic achievement.

The pre-requisite of JOU 119 / ENG 126 is required and permission of the Department Chair.

Credits: 3

Every Fall and Spring

JOU 162 Campus News Media Internship

Prerequisites: Journalism 119, 135, and permission of Department Chair.

Offered every semester. Journalism majors work as interns on Seawanhaka and other campus news media, with emphasis on publishing their own work. This course provides academic recognition for applied journalistic achievement.

The pre-requisite of JOU 119 / ENG 126 is required and permission of the Department Chair.

Credits: 3

Every Semester

JOU 195 Honors Study

Honors Study is designed to give outstanding students an opportunity to pursue independent work in their major under the guidance of a member of the faculty. There are no regular class

meetings. To be eligible, students must have upper-junior or senior status, a cumulative quality-point ratio of 3.0 and a 3.25 ratio in their major subject, and the permission of the Chair of the Department and the Dean. A total of six credits of Honors Study is the maximum allowed.

Credits: 3

Every Semester

JOU 196 Honors Study

Honors Study is designed to give outstanding students an opportunity to pursue independent work in their major under the guidance of a member of the faculty. There are no regular class meetings. To be eligible, students must have upper-junior or senior status, a cumulative quality-point ratio of 3.0 and a 3.25 ratio in their major subject, and the permission of the Chair of the Department and the Dean. A total of six credits of Honors Study is the maximum allowed.

Credits: 3

On Demand

JOU 197 Independent Study

Research on mass media topics. Prerequisite: Permission of the Department Chair and the Dean

Credits: 3

Every Fall

JOU 198 Independent Study

Prerequisite: Permission of the Department Chair and the Dean

Research on mass media topics. Prerequisite:

Permission of the Department Chair and the Dean

Credits: 3

Rotating Basis

JOU 200 Series

New Journalism courses on an experimental basis and specialized courses based on the availability of visiting scholars and journalism professionals.

Credits: 3

On Occasion

JOU 201 Media Entrepreneurship

An advanced workshop in media startups and management.

Credits: 3

On Occasion

JOU 202 Spc Tpcs:Frng Rptng

A history of foreign reporting and war reporting in the U.S.; examination of the emergence of CNN, Fox Al Jazeera and other international cable news channels.

Credits: 3

On Occasion

JOU 203 Special Topics

Special Topics

Credits: 1

On Demand

JOU 222 Mass Communications and New Media in Society

Intensive, multi-faceted approach to the mass media and new media as systems of communication and as their social and psychological influences on society. Consideration of functions and media ethics and responsibilities. Study of research methodologies and the communications field. Readings and discussions.

Credits: 3

On Occasion

JOU 1561 Video Journalism I

An intermediate course that trains students to function as video journalists, integrating television production with newswriting skills. Using a digital camcorder and non-linear editing equipment, students learn both the technical and the aesthetic aspects of ENG shooting and how to combine in-class news acquisition principles with field application. (Same as Media Arts 156.1)

The pre-requisite JOU 119 / ENG 126 is required.

Credits: 3

Every Spring

JOU 1562 Video Journalism II

An advanced course building on the skills learned in Video Journalism I for mastery of technique. Students produce broadcast-quality video news packages for local television stations.

(Same as Media Arts 156.2)

Pre-requisite of JOU 1561/MA 1561 is required.

Credits: 3

On Demand

Speech Courses

SPE 3 Oral Communication

An introduction to communication theory and interpersonal skills. Students develop oral presentation techniques, including public speaking, group discussion and oral readings. Evaluation of individual student speech through analysis of voice and diction is conducted.

Credits: 3

Every Semester

SPE 3X Oral Communication for Nonnative Speakers

A course parallel to Speech 3 for non-native speakers who need special attention in the production of oral English. Satisfies the core.

Credits: 3

Every Fall and Spring

SPE 100 Voice and Diction

Individual and group work for correction of individual speech faults in pronunciation, production of sounds, articulation, intonation, emphasis, phrasing, volume, pitch, range, and other common faults in voice and diction.

The pre-requisite of SPE 3 or HSP 21 or HSP 22 is required.

Credits: 3

Every Fall and Spring

SPE 100X Voice and Diction for Non-native Speakers

A course parallel to Speech 100 for nonnative speakers who need special attention in the production of oral English.

The pre-requisite of SPE 3 or HSP 21 or HSP 22 is required.

Credits: 3

Every Fall and Spring

SPE 101 Oral Interpretation: Performance Aesthetics

A study of the techniques of reading aloud, using the literature of various cultures and emphasizing increased appreciation and better use of vocal and physical communication. Prose literature is used to explore expository, descriptive and narrative genres. *Pre-requisite of SPE 100 is required or permission of the Instructor.*

Credits: 3

Every Fall and Spring

SPE 102 Advanced Oral Interpretation: Advanced Performance Aesthetics

A study of advanced techniques and forms in the art of oral expression. Students explore poetry, drama and prose through a variety of interpretative genres, such as the soliloquy and choral speaking.

Pre-requisite of SPE 101 is required or permission of the instructor.

Credits: 3

Every Spring

SPE 103 Reader's Theatre: Chamber Performance

A group activity in which a piece of literature is communicated from a script to an audience through vocal and physical suggestion. Training is given in a very immediate form of literary recreation.

Pre-requisite of SPE 102 is required or permission of the instructor.

Credits: 3

Every Spring

SPE 105 Public Speaking

The study and practice of public speaking, provides students with specific communication principles and skills for effective public presentations in a variety of formal and informed public, social, business and professional settings. Topics include techniques for overcoming fears, improving self-image, developing a personal communication style, the symbioses between speakers and audience, verbal and non-verbal communication, outlining, and composing and presenting professional speeches.

The pre-requisite of SPE 3 or HSP 21 or HSP 22 is required.

Credits: 3

Every Fall

SPE 106 Persuasion

The art of persuasion can help develop and

strengthen effective communication skills. Students will learn how to analyze different persuasive genres, and how to develop and deliver effective persuasive messages. The course focuses on interpersonal and intrapersonal persuasive messages.

The pre-requisite of SPE 3 or HSP 21 or HSP 22 is required.

Credits: 3

Every Spring

SPE 107 Political Speech in American Life

Critical analyses and evaluations of selected speeches from American political life that characterize each era marked by dramatic development in the nation's history from before the Revolution to the present day. Readings, video and film.

The pre-requisite of SPE 3 or HSP 21 or HSP 22 is required.

Credits: 3

Every Fall

SPE 109 Speech for Business and Organizations

The study of special speaking situations in business help develop and strengthen effective communication skills to deal with business and professional associates. Students will learn how to improve their leadership skills, conflict management skills, and interviewing skills.

Conduct meetings with authority, answer questions on interviews with confidence, and communicate with effectiveness.

The pre-requisite of SPE 3 or HSP 21 or HSP 22 is required.

Credits: 3

Every Fall and Spring

SPE 117 Vocabulary

Individual vocabulary building and its relation to oral language, with emphasis on the correct pronunciation and proper usage of words in all speech situations.

Credits: 3

Every Semester

SPE 119 Language, Speech and Thought

A consideration of three topics that have held much philosophical attention in the twentieth century: the nature of language, the actions human beings perform through speech, and the relation of language to thought. An introduction is made to the philosophy of language relevant to the work of psychologists, linguists, educators and others.

Topics include types of speech acts, meaning, truth, language acquisition, and the relation of philosophy to the cognitive sciences. Readings selected from such authors as J. L. Austin, John Searle, Ludwig Wittgenstein, Jacques Derrida, Willard Quine, Donald Davidson and Noam Chomsky. (Same as SPE 119.)

The pre-requisite of PHI 61, or PHI 62, or HHP 21 or HHP 22 is required.

Credits: 3

On Occasion

SPE 120 Argumentation and Debate

Study how to structure and test logical arguments. Learn how to reason logically, analyze and test evidence, and design logical arguments. Students actively argue and debate.

The pre-requisite of SPE 3 or HSP 21 or HSP 22 is required.

Credits: 3

Every Fall

SPE 123 Non-Verbal Communication

Students will learn how to identify and interpret nonverbal behaviors and to understand the implications of the power that underlies all nonverbal behavior. Topic for discussion include the meaning of body language; the uses of space; touching, behavior and paralanguage. Through such understanding, students will gain greater awareness of and insight into their own behavior and into the behavior of others.

The pre-requisite of SPE 3 or HSP 21 or HSP 22 is required.

Credits: 3

On Occasion

SPE 127 Group Dynamics

This course will study the techniques and principles of group discussion, leadership, research, organization of materials and supportive practices. Various forms of discussion are explored, including panel, symposium, forum, committee and conference.

The pre-requisite of SPE 3 or HSP 21 or HSP 22 is required.

Credits: 3

Every Spring

SPE 160 Organizational Communication

Organization communication is designed especially for students entering business, healthcare and educational settings that assume or aspire a position of leadership. Through case studies and class discussion, coursework will focus on strengthening communication competency in presentation skills, persuasive ability (i.e., marketing and sales), leadership in meetings, and problem-solving skills.

The pre-requisite of SPE 3 or HSP 21 or HSP 22 is required.

Credits: 3

On Occasion

SPE 161 Conflict Resolution Management

This course provides students with the practical skills and theoretical background necessary for handling conflicts in their personal, interpersonal, professional and intercultural encounters. The course looks at the numerous factors that influence the way people manage conflict. It will develop fundamental communication skills by examining the reasons for miscommunication and exploring the origin of conflict in language, thought, listening and action. Emphasis will be placed on case studies and role-playing conflict in various interpersonal and group settings.

The pre-requisite of SPE 3 or HSP 21 or HSP 22 is required.

Credits: 3

On Occasion

SPE 162 Communication and Public Relations

This course will deal with arranging, handling and evaluating contemporary topics in the field of public relations. Students will better understand the process, effects and problems of public relations and the role of the public relations' practitioner as a specialist in communications, as an analyst of public opinion, and as a part of the management teams. The course will cover new developments and new tools in the practice of public relations and the media.

The pre-requisite of SPE 3 or HSP 21 or HSP 22 is required.

Credits: 3

On Occasion

SPE 163 Rhetorical Criticism

Rhetorical criticism is both a skill and a discipline that allows us to analyze the words, actions and intentions of others. This course provides the practical skills and theoretical background necessary for critically analyzing the rhetoric in human communication and subsequently its impact on personal perception, knowledge, experience and behavior.

The pre-requisite of SPE 3 or HSP 21 or HSP 22 is required.

Credits: 3

On Occasion

SPE 180 Introduction to Communication Studies

A presentation of the basic knowledge and understanding of communication studies -- relationships theories, definitions and interpretation for the twenty-first century. The infrastructure of human communication, including interpersonal, intrapersonal, transcultural, gender roles, public and organizational forms of communication, conflict management, verbal and non-verbal decoding, research, and mass media.

The pre-requisite of SPE 3 or HSP 21 or HSP 22 is required.

Credits: 3

Every Fall

SPE 181 Introduction to Performance Studies

An introduction to the study of the performing arts in Africa, Asia, Europe, and the Americas. Readings introduce the field of performance studies, its ethnographers and its theatre historians, performance critics, and theorists. Their working ideas are demonstrated through film and field trips to the theatre and surrounding performance libraries so that students can conduct primary research on their own. Together, teacher/moderator and student/artist construct a history of world arts and cultures. (Same as THE 181.)

The pre-requisite of SPE 3 or HSP 21 or HSP 22 is required.

Credits: 3

On Occasion

SPE 182 Gender and Communication

The influence of socialization on gender roles and gender roles on communication is far reaching.

This course examines the communication behaviors of women and men in same sex and gender contexts. It defines the difference between sex and gender identity, and the role of socially structured reality plays in gender apartheid. This course introduces students to current theories on gender role play and communication, and examines the function of communication in gender role development. Topics may include gender as politics, gender discrimination, gender stereotyping in language usage, thought and action, self perception, nonverbal cues, communicative style, gender in intimate contexts, gender in public contexts and gender across culture, age and ethnicity.

Credits: 3

On Occasion

SPE 185 Rhetorical Criticism

This course aims to use various methodological perspectives of rhetorical criticism so as to familiarize students with both traditional and alternative critical methods. It encourages the analysis of given topics from these various perspectives. This course also examines the political agendas and social implications in rhetorical dimension found in the rhetoric across all manner of public discourse, including speeches, advertising, film, pop music, the arts, discursive forms in the new media and the Internet.

Credits: 3

On Occasion

SPE 194 Research Methodology in Communication

This course will teach students how to design and conduct research by introducing them to the various types of research in the field of Communication. In addition, it teaches students how to identify research problems, how to generate research questions and hypotheses, and how to formulate literature reviews. It prepares students to deal with the challenges of writing a research paper.

The pre-requisites of SPE 3 or HSP 21 or HSP 22, and SPE 180 are required or permission of the Instructor.

Credits: 3

On Occasion

SPE 195 Honors Study

Honors Study is designed to give outstanding students an opportunity to do independent work in their major under the guidance of a member of the faculty. There are no regular class meetings. To be eligible, students must have upper junior or senior status, a cumulative quality-point ratio of 3.00 and a 3.25 ratio in their major subject, and the permission of the Chair of the Department and the Dean. A total of six credits of Honors Study is the

maximum allowed.

The pre-requisites of SPE 3 or HSP 21 or HSP 22, and SPE 194 are required or permission of the Instructor.

Credits: 3

On Demand

SPE 196 Honors Study

Honors Study is designed to give outstanding students an opportunity to do independent work in their major under the guidance of a member of the faculty. There are no regular class meetings. To be eligible, students must have upper junior or senior status, a cumulative quality-point ratio of 3.00 and a 3.25 ratio in their major subject, and the permission of the Chair of the Department and the Dean. A total of six credits of Honors Study is the maximum allowed.

The pre-requisites of SPE 3 or HSP 21 or HSP 22, and SPE 194 are required or permission of the Instructor.

Credits: 3

On Demand

SPE 197 Independent Study

Courses designed to give students in their junior or senior year an opportunity work under the guidance of a member of the communications faculty. There are no regular class meetings. Students may undertake either a production or research paper. Permission of the Department Chair and the Dean is required.

The pre-requisite of SPE 3 or HSP 21 or HSP 22 is required.

Credits: 3

On Demand

SPE 198 Independent Study

Courses designed to give students in their junior or senior year an opportunity work under the guidance of a member of the communications faculty. There are no regular class meetings. Students may undertake either a production or research paper. Permission of the Department Chair and the Dean is required.

The pre-requisite of SPE 3 or HSP 21 or HSP 22 is required.

Credits: 3

On Demand

SPE 199 Communication/ Performance Studies Internship

During their senior year, communications/ performance studies majors are strongly urged to undertake one or more internships with professional companies. Consultation with an approval of the department is required. May be taken in subsequent semesters for credits. Permission of student advisor and the Department Chair is required.

The pre-requisite of SPE 3 or HSP 21 or HSP 22 is required.

Credits: 3

On Demand

SPE 201 Creative Problem Solving

We can't solve today's problems with the same thinking that caused them in the first place. Solving 21st Century problems requires imagination, self-awareness, inventiveness, and an on-going ability to assess and challenge our assumptions. This course encourages innovative thinking, and uses cutting edge principles to solve real-life communication problems across a wide variety of topics.

The pre-requisite of SPE 3 or HSP 21 or HSP 22 is required.

Credits: 3

On Occasion

SPE 202 Intercultural Communication

We are currently living in global villages. This course combines theory and practice in its consideration of issues and research problems in communication interactions across cultures and within multicultural settings. Topics include the role of language in tri-cultural communication, verbal and nonverbal communications across cultures, cultural stress, cross-cultural and intercultural communication in the business community, mass media and social settings. This course is designed to increase understanding and tolerance for other cultures.

The pre-requisite of SPE 3 or HSP 21 or HSP 22 is required.

Credits: 3

On Occasion

SPE 203 Interpersonal Communications

This course uses an experiential approach towards developing effective interpersonal communication skills in both at the private and professional setting. The focus is on heightened self-awareness on how communication is influenced by social conditioning, assumptions, bias, misuse of language and hierarchical social systems. Group dynamics, assigned readings, simulations are implemented, along with the application of communication techniques used by successful corporate trainers. Students examine why these approaches are successful; and how they can successfully implement these strategies in their own personal and professional relationships.

The pre-requisite of SPE 3 or HSP 21 or HSP 22 is required.

Credits: 3

On Occasion

SPE 206 African-American Communication

This course focuses on the relationship among African-American oral traditions, written traditions, and Black consciousness in the United States. It examines how folklore, Afro-centricity, culture, rhetoric, music, are impacted by African-American communication.

The pre-requisite of SPE 3 or HSP 21 or HSP 22 is required.

Credits: 3

On Occasion

SPE 208 Communication and Globalization

A historical overview of how modern technology shapes human communication. The premise of this course is based on the assumption that communication technologies and culture are intertwined so that the characteristics of a given culture can be influenced by the characteristics of its dominant media. In addition, this course examines how these combined media will influence the future of globalization.

The pre-requisite of SPE 3 or HSP 21 or HSP 22 is required.

Credits: 3

On Occasion

SPE 218 Human Communication Theory

Human communication theory has been studied from a number of perspectives including, but not limited to cybernetics, public address, transaction, persuasion, symbolic interaction, cross cultural communication, nonverbal communication, uncertainty reduction, and semantics. This class exposes students to current thinking and research on the nature of human interaction.

The pre-requisite of SPE 3 or HSP 21 or HSP 22 is required.

Credits: 3

On Occasion

SPE 222 Mass Communications and New Media in Society

Intensive, multi-faceted approach to the mass media and new media as systems of communication and as their social and psychological influences on society. Consideration of functions and media ethics and responsibilities. Study of research methodologies and the communications field. Readings and discussions.

Credits: 3

On Occasion

SPE 232 Asian Performance Theory

Asian Performance Theory is a seminar-style, semester long class that explores the arts of Asia: China, Japan and Indonesia. Folk tales, myths, music, dance - court and street - puppetry, political performance art, all resonate with the histories of these countries, best seen through the performing, visual and digital media arts. Class content contains art and videography viewed and discussed in class.

The pre-requisite of SPE 3 or HSP 21 or HSP 22 is required.

Credits: 3

On Occasion

SPE 243 Creative Listening

Creative listening is essential to communicating clearly. "Creative Listening" encompasses critical and empathetic listening, and is an essential component to effective communication. Through case studies, practical application and discussion, this course explores the art of listening in relationship to personality, culture, ideology, linguistics and gender identity.

The pre-requisite of SPE 3 or HSP 21 or HSP 22 is required.

Credits: 3

On Occasion

SPE 1781 Movement and Voice for Actors I

A course designed to give students an understanding of their bodies and voices and how to develop them for the stage and screen. Exercises are used to help students strengthen posture, alignment, breathing and vocal power for projection in the theatre - an exploration in the organic connection of body, mind and spirit. The process prepares the student for the integration of the physical, emotional and spiritual aspects of the human condition that are essential to the actor's understanding and portrayal of any character in the theatre. (Same as THE 126.1.)

The pre-requisite of SPE 3 or HSP 21 or HSP 22 is required.

Credits: 3

Every Fall

SPE 1782 Movement and Voice for Actors II

A continuation of THE 1261 and SPE 178 in which students develop more tools needed to improve their movement and vocal techniques.

The pre-requisite of SPE 3 or HSP 21 or HSP 22 is required.

Credits: 3

Every Spring

Department of Media Arts

University Professor Steinberg
 Professors Broe, Fishelson, Lauth, Moghaddam,
 (MFA Program Coordinator)
 Associate Professors Banks (Chair), Goodman
 (MA Program Coordinator)
 Assistant Professor Nappi, Molton
 Adjunct Faculty: 10

The Media Arts Department offers undergraduate Bachelor of Arts and Bachelor of Fine Arts degrees. At the graduate level the department offers a M.A. and M.F.A. in Media Arts, and a M.F.A. in Writing and Producing for Television.

In both B.A. and B.F.A. programs, all Media Arts majors, beginning as freshmen, have immediate access to equipment and facilities including: digital photography labs, digital editing labs, television studio, computer graphics labs, digital audio suite, cinema screening facilities and digital cameras.

The Department also offers a competitive internship program, opportunities to participate in professional productions and exhibitions, as well as in film festivals and special media events.

B.A. in Media Arts

The department offers a comprehensive **Bachelor of Arts** degree that may either follow a specialized Area of Concentration or an Integrated Track, depending on the academic, creative and professional goals of the individual student. An Area of Concentration is a grouping of 24 or more credits in one of the following fields:

Computer Graphics; Digital Design; Animation; Interactive Media; Digital Audio/Sound Design; Film, Television and Digital Video Production; Film and Television Studies; Media Management; On-Camera Performance; Photography/Digital Photography; Screenplay and Video Journalism.

An Integrated Track is a grouping of 24 or more credits selected from across two or more of any of the above areas of concentration. Majors must consult with assigned faculty advisers in their field of interest to design, and be guided through, their particular program of study.

Bachelor of Arts Core Requirements Skills/Proficiency Requirements
Completion of the skills/proficiency courses listed in the undergraduate bulletin depends solely on placement examination.

The Skills Proficiency Courses are:
DSM 01, DSM 09, ENG 13 or 13X, ENG 14 or 14X

DSM	01	Developmental Skills Mathematics 01	0.00
-----	----	-------------------------------------	------

DSM	09	Developmental Skills Mathematics 09	0.00
ENG	13	English Composition	3.00
ENG	14	English Composition	3.00

Bachelor of Arts Core Curriculum Requirements

English Composition Core Requirement - Three credits from the following

ENG	16	English Composition	3.00
ENG	16X	English Composition for Nonnative Speakers	3.00

Core Seminar Requirement

COS	50	Idea Of The Human	3.00
-----	----	-------------------	------

Speech Core Requirement

SPE	3	Oral Communication	3.00
-----	---	--------------------	------

English Literature Core Requirement - Six credits from the following (a student must be in the Honors Program to take HEG 21 and HEG 22)

ENG	61	European Literatures I	3.00
ENG	62	European Literatures II	3.00
ENG	63	American Literatures	3.00
ENG	64	Non-Western Literatures	3.00
HEG	21	Literature of the Human Imagination	3.00
HEG	22	English Literature of the Human Imagination	3.00

Philosophy Core Requirement

PHI	61	Philosophical Explorations I	3.00
PHI	62	Philosophical Explorations II	3.00

History Core Requirement

HIS	1	History of Civilizations to 1500	3.00
HIS	2	History of Civilizations Since 1500	3.00

Social Science Core Requirement - Six credits from the following (a student must be in the Honors Program to take HSS 21 and HSS 22)

ANT	4	Physical Anthropology	3.00
ANT	5	Cultural Anthropology	3.00
ECO	1	Introduction to Economics	3.00
ECO	2	Introduction to Economics	3.00
HSS	21	Civilization and Social Institutions	3.00
HSS	22	Civilization and Social Institutions	3.00
POL	11	Power and Politics	3.00

PSY	3	Introduction to Psychology	3.00
SOC	3	Introduction to Sociology	3.00

Communication, Visual and Performing Arts Core Requirement - Three credits (a student must be in the Honors Program to take HAR 21 or HAR 22)

ART	61	Introduction to Visual Art	3.00
DNC	61	Dance Through Time	3.00
HAR	21	Art, Music, and Dance in Social Context	3.00
HAR	22	Art, Music, and Dance in Social Context	3.00
MUS	61	Music and Culture	3.00
THE	61	The Theatrical Vision	3.00

Science Core Requirement 10 credits

BIO	22	Biology and Modern Technology	3.00
CHM	21	Chemistry and Modern Technology	3.00
PHY	20	The Physical Universe	4.00

Mathematics Core Requirement - One course from the following

MTH	15	Mathematical Tools and Their Use	4.00
MTH	16	Finite Mathematics	3.00

Orientation Seminar Core Requirement

OS	1	The University: Discovery and Change	1.00
----	---	--------------------------------------	------

Liberal Arts and Science Foreign Language Core Curriculum Requirements

Must complete 6 credits in one of the foreign language disciplines listed below.

Foreign Language Core Spanish

SPA	11	Introductory Spanish I	3.00
SPA	12	Introductory Spanish II	3.00

Foreign Language Core French

FRE	11	Introductory French I	3.00
FRE	12	Introductory French II	3.00

Foreign Language Core Italian

ITL	11	Introductory Italian I	3.00
ITL	12	Introductory Italian II	3.00

Foreign Language Core Honors Spanish - A student must be in the Honors Program to take the following

HLS	21	Honors Spanish	3.00
HLS	22	Honors Spanish	3.00

Foreign Language Core Honors French - A student must be in the Honors Program to take the following

HLF	21	Honors French	3.00
-----	----	---------------	------

HLF 22 HonorsFrench 3.00

Media Arts B.A. Major Requirements

Program Summary:

A major in Media Arts offers you professional and academic training in a wide variety of dynamic communications and Media fields. The 36 credits needed to earn the degree are comprised of 12 credits of required media arts courses and 24 credits of media arts electives. The 24 credits of electives, which offer a broad range of options and flexibility, are grouped as concentrations in one or more of the following areas:

- Computer Graphics: Digital Design/ Animation/Interactive/web
- Digital Audio: Music/Sound Design & Radio
- Film & Television Production: Shooting/Directing/Editing
- Film & Television Studies: Criticism/Theory
- Media Management: Business/Marketing
- On-Camera Performance: Acting/Directing
- Photography: Digital/Fine Art/Creative
- Screenwriting: Film/Television/Animation
- Video Journalism: Documentary/News
- Integrated Track

Required Courses - 12 credits

The following course must be completed:

MA 100 Media Aesthetics 3.00

One (1) of the following courses must be completed:

MA 119 Business of Media Arts 3.00

MA 162 Photography Portfolio/Exhibition 3.00

MA 257 The Music Business 3.00

MUS 180 The Music Business 3.00

One (1) of the following courses must be completed:

MA 150 Writing for Visual Media 3.00

MA 152 Screenplay 3.00

One (1) of the following courses must be completed:

ART 108 History of Photography 3.00

MA 164 History of Photography 3.00

MA 187 Film and Television Studies 3.00

MA 239 Survey of Computer Art 3.00

Elective Tracks - 24 credits from one of the following:

Computer Graphics: Digital Design/ Animation/Interactive/web

MA 124 Computer Graphic I 3.00

MA 132 Computer Graphic II 3.00

MA 135 Motion Graphics I 3.00

MA 125 Digital Publishing I 3.00

MA 133 Digital Illustration I 3.00

MA 1361 World Wide Web Publishing I 3.00

MA 161 Dig. Portfolio/Exhibition 3.00

Choose one (1) of the following:

MA 198 Independent Study 3.00

MA 199 Media Arts Internship 3.00

Or

Computer Animation and Special Effects

MA 124 Computer Graphics I 3.00

MA 132 Computer Graphics II 3.00

MA 133 Digital Illustration I 3.00

MA 135 Motion Graphics I 3.00

MA 1341 3D Computer Graphics I 3.00

MA 1342 3D Computer Animation 3.00

MA 207 3D Logo Animation 3.00

Choose one (1) of the following:

MA 198 Independent Study 3.00

MA 199 Media Arts Internship 3.00

Or

Web Design

MA 124 Computer Graphic 3.00

MA 132 Computer Graphics II 3.00

MA 118 Digital Photography I 3.00

MA 125 Digital Publishing I 3.00

MA 1361 World Wide Web Publishing I 3.00

MA 1362 World Wide Web Publishing II 3.00

MA 133 Digital Illustration I 3.00

MA 135 Motion Graphics I 3.00

Choose one (1) of the following:

MA 198 Independent Study 3.00

MA 199 Media Arts Internship 3.00

Or

Digital Audio: Music/Sound Design & Radio

MA 101 Audio Production I 3.00

MA 107 Digital Audio I 3.00

MA 110 Digital Audio II 3.00

MA 114.1 Digital Audio III 3.00

MA 114.2 Digital Audio IV 3.00

MA 1012 Audio Production II 3.00

MA 147 Studio Recording for the Music Producer 3.00

MA 199 Media Arts Internship 3.00

Or

Film & Video Production:

Shooting/Directing/Editing

MA 106 Video Workshop I 3.00

MA 1081 Video Workshop II 3.00

MA 145 Video Workshop III 3.00

MA 152 Screenplay 3.00

MA 155 Directing Moving Image 3.00

MA 199 Media Arts Internship 3.00

Choose one (1) of the following:

MA 190 Film Production I 3.00

MA 102 Television Production 3.00

Choose one (1) of the following:

MA 105 Lighting I 3.00

MA 206 Advanced Editing 3.00

Or

Television Production

MA 102 Television Production I 3.00

MA 103 Television Production II 3.00

MA 1032 Television Production III 3.00

MA 106 Video Workshop I 3.00

MA 105 Lighting I 3.00

MA 155 Directing Moving Image 3.00

MA 197 Independent Study 3.00

MA 199 Media Arts Internship 3.00

Or

Photography: Digital/Fine Art/Creative

MA 115 Introduction to Photography 3.00

MA 118 Digital Photography I 3.00

MA 122 Digital Photography II 3.00

MA 123 Studio Photography 3.00

MA 111 Photo Journalism 3.00

MA 105 Lighting I 3.00

MA 120 Creative Photography 3.00

MA 197 Independent Study 3.00

MA 199 Media Arts Internship 3.00

Or

Screenwriting: Film/Television/Animation

MA 152 Screenplay 3.00

MA 150 Writing for Visual Media 3.00

MA 154 Situation Comedy 3.00

MA 188 Film Noir: The Dark Side of America 3.00

MA 550 The Story 3.00

MA 106 Video Workshop I 3.00

MA 551 The Screenplay 3.00

MA 199 Media Arts Internship 3.00

Or

Media Management: Business/Marketing

MA 255 Prod Management 3.00

Brooklyn Campus

MA 106	Video Workshop I	3.00
MA 101	Audio Production I	3.00
MA 126	Advertising I: Principals	3.00
MA 157	Advertising II: Creative	3.00
MA 580	The Independent Producer	3.00
MA 257	The Music Business	3.00
MA 199	Media Arts Internship	3.00

Or

On-Camera Performance: Acting

MA 1581	On-Camera Performance I	3.00
MA 1582	On-Camera Performance II	3.00
MA 1583	On-Camera Performance III	3.00
MA 1591	Acting I	3.00
MA 1592	Acting II	3.00
MA 1585	Voice Over Performance	3.00
MA 565	Directing the Screen Actor	3.00
MA 199	Media Arts Internship	3.00

Or

Video Journalism: Documentary/News

MA 106	Video Workshop I	3.00
MA 1081	Video Workshop II	3.00
MA 130	Broadcast Journalism II	3.00
MA 144	Entertainment Journalism	3.00
MA 1561	Video Journalism I	3.00
MA 1562	Video Journalism II	3.00
MA 197	Independent Study	3.00
MA 199	Media Arts Internship	3.00

Or

Integrated Track

MA 124	Computer Graphics I	3.00
MA 106	Video Workshop I	3.00
MA 102	Television Production I	3.00
MA 152	Screenplay	3.00
MA 115	Introduction to Photography	3.00
MA 107	Digital Audio I	3.00
MA 186	Gaming: The Art of Play	3.00

Choose one (1) of the following:

MA 198	Independent Study	3.00
MA 199	Media Arts Internship	3.00

Or

Film & Television Studies: Criticism/Theory

MA 186	Gaming: The Art of Plan	3.00
--------	-------------------------	------

MA 178	Fairy Tales: From Disney to J Lo	3.00
MA 227	Action Cinema	3.00
MA 228	Symbols of Feminine	3.00
MA 239	Survey of Computer Art	3.00
MA 188	Film Noir: The Dark Side of America	3.00

Choose one (1) of the following:

MA 106	Video Workshop I	3.00
MA 102	TV Production I	3.00

Choose one (1) of the following:

MA 198	Independent Study	3.00
MA 199	Media Arts Internship	3.00

B.F.A. in Computer Art

The Media Arts Department also offers a **Bachelor of Fine Arts** degree in Computer Art. This is a specialized program for students interested in an intensive curriculum in applied art, design and technology. The degree offers students additional specialization in one of the following Computer Art studio areas: Computer Graphics and Digital Illustration, Digital Design for Print; 3D Modeling and Rendering; Computer Animation; Interactive Media and Web Design; Digital Audio and Computer Sound Design; Broadcast Design and Special Effects for Film and Video and Integrated Computer Arts.

General Requirements for a BFA in Media Arts

Core Curriculum	41 Credits
BFA Foundation	6 Credits
Art History/Media Theory	12 Credits
Computer Art Studio in Concentrations	36 Credits
Interdisciplinary Studio Electives	12 Credits
General Electives	18 Credits
BFA Total	128 Credits

BFA Foundation

(Six credits from the following required)

Art 1501 or MA 101	3 credits
MA 124	3 credits
TOTAL	6 credits

BFA in Computer Art Classes Theory Requirements

Art History/Media Theory

(* Is a required course with no alternate class option)

ART 101 or MUS 107	3 credits
ART 102 or MUS 108	3 credits

*Theory Elective 3 credits

(Any Media Theory, Art or Music History Class with the permission of the BFA in Computer Art Program Coordinator)

*MA 239	3 credits
TOTAL	12 credits

BFA in Computer Art Studio in Concentration: 36 Credits

Graphics and Design

MA 132	Computer Graphics II
MA 125	Digital Publishing
MA 133	Digital Illustration
MA 118	Digital Photo I
MA 122	Digital Photo II
MA 1341	3-D Computer Graphics I
MA 1361	Web Publishing I
MA 275	Advanced 3d Modeling
MA 161	Dig. Portfolio/ Exhibition
MA 198/199	Independent Study or Internship
MA 240	Computer Art Thesis I
MA 241	Computer Art Thesis II

Computer Animation and Special Effects

MA 132	Computer Graphics II
MA 133	Digital Illustration
MA 135	Motion Graphics I
MA 1341	3D Computer Graphics I
MA 1342	3D Computer Animation
MA 275	Advanced 3d Modeling Workshop
MA 226	Broadcast Design
MA 207	3D Logo Animation
MA 165	Portfolio Development
MA 198/199	Independent Study or Internship
MA 240	Computer Art Thesis I
MA 241	Computer Art Thesis II

Digital Audio & Sound Design

MA 107	Digital Audio I
MA 110	Digital Audio II
MA 114.1	Dig. Audio III
MA 114.2	Dig. Audio IV
MA 1012	Audio Production II
MA 147	Studio Recording for the Music Producer
MA 260	Radio Production
MA 238	Sound for Picture/Sound for Visual Media
MA 570	Location Sound Recording
MA 198/199	Independent Study or Internship
MA 240	Computer Art Thesis I
MA 241	Computer Art Thesis II

Web Design

MA 132	Computer Graphics II
MA 107	Digital Audio I
MA 118	Digital Photo
MA 125	Digital Publishing
MA 1341	3D Computer Graphics I
MA 1362	Web Publishing II
MA 133	Digital Illustration
MA 135	Motion Graphics I
MA 165	Portfolio Development
MA 198/199	Independent Study or Internship
MA 240	Computer Art Thesis I
MA 241	Computer Art Thesis II

Interdisciplinary Studio 9 credits

Any Media Art, Visual Art, or Music studio/production class outside the concentration with the permission of the BFA in Computer Art

Program Coordinator.

Minor in Media Arts

A Media Arts minor requires a total of 12 credits. Students can do a general minor, or specialize in a concentration area. MA 100 is a required course for all minors.

Minors in Related Fields

It is recommended that majors in the B.A. in Media Arts use their free electives to take a concentration of courses in another department in order to earn a minor in a related field, such as Art, Business, Computer Science, Dance, English, Journalism, Music, Theatre. Students should consult with their advisers to design an appropriate minor outside the Department.

Media Arts Courses

MA 10 Introduction to Communication Arts

An introduction to communication arts designed to define the strengths of the individual student and to sharpen analytical, communication and presentation skills. It is aimed at channeling students creative strengths into a product or project in a workshop environment. Students are provided with the tools of presentation and production to help build the analytical and critical skills required to assess their own productivity. Participants engage in the development of a project from idea through refinement, to completed project in print, audio, video, or photographic essay.

Credits: 3

Every Summer

MA 100 Media Aesthetics

This required foundation course introduces students to the fundamentals of media arts and visual literacy - light, color, composition, perspective, time, motion, sound - and discusses how they are applied in the various forms of contemporary media. In a workshop environment, using media objects as texts, students also explore narrative, art history, philosophy of media, spectatorship, theories of perception and their own creativity.

Either the pre-requisite of ENG 16 is required or the pre-requisites of HEG 21 and 22 are required.

Credits: 3

Every Fall and Spring

MA 101 Audio Production I

An introduction to the art and science of audio production. Topics include basic sound theory, audio aesthetics, acoustics, sound reproduction and recording, the sound studio, remote sound recording, editing and mixing, the development of new audio technology, and creating audio for visual media. Students work individually and in teams on a variety of studio and field projects.

Credits: 3

Every Fall and Spring

MA 102 Television Production I

An introduction to the practice and principles of television studio production. The course covers all the basic production techniques, including scripting, lighting, shooting, producing and directing. Technical operation and understanding of all studio equipment, including cameras, switcher, audio board and character generator, are stressed. Students apply their skills in studio production assignments.

Credits: 3

Every Fall and Spring

MA 103 Television Production II

An advanced course expanding the techniques and applications of TV studio production covered in Television Production I. Students focus on producing and directing scripted studio productions such as TV dramas and news programs. Advanced lighting techniques and set construction are also covered.

Pre-requisite of MA 102 is required.

Credits: 3

Rotating Basis

MA 104 Publishing

A general survey of book, magazine and specialty publishing that treats editorial and economic aspects of their profession. The course is structured in three or four modules, each taught by a professional.

Credits: 3

On Demand

MA 105 Lighting I

A production class exploring the principles of lighting design for Photography, Film, Video Production and Animation. An examination is made of the nature of light and the similarities and differences specific to each medium. Topics include lighting ratios, color correction, and studio and location lighting.

Credits: 3

Rotating Basis

MA 106 Video Workshop I

An introduction to the principles and practice of portable digital video production. Working in crews on field projects, students explore the techniques and aesthetics of single-camera videography, sound recording, location lighting and video editing.

Credits: 3

Every Fall and Spring

MA 107 Digital Audio I

An introduction to the technology and aesthetics of digital composition, sound design, multi-track recording and production using Digital Performer software and Pro Tools hardware. Workshops include computer based multi-track MIDI sequencing and audio hard disk recording, editing and processing, automated software mixing,

locking sequenced MIDI and audio tracks to video and film, electronic music concepts and samplers.

Weekly individual access to studios is provided.

Pre-requisite of MA 101 is required or permission of the instructor. Also listed as MA 107.

Pre-requisite of MA 101 is required or permission of the instructor.

Credits: 3

Every Fall and Spring

MA 109 History of Broadcasting

An introduction to the history of radio and television. Topics include the changing relationship between politics and broadcasting, the mobilization of broadcasting resources during wars, the complex relationship between the broadcasting industry and the government, and the growth and nature of federal regulatory legislation.

Credits: 3

Alternate Spring

MA 110 Digital Audio II

An intermediate-level continuation of MA 107 in a workshop environment. This course continues to explore the technical and creative aspects (issues) of creating music and sound design with Digital Performer. It will also introduce Digidesign's Protools software and will look at how the two programs integrate. Topics include a deeper exploration of virtual instruments. Students will create samples and perform sample editing. MIDI sequencing and audio recording, in addition to learning editing and production concepts. Multi-track live recording, advanced mixing using automated control surfaces, and concepts of basic sound for picture. Weekly individual access to studio facilities is provided.

Pre-requisite of MA 107/MUS 175 is required or permission of the instructor.

Credits: 3

Rotating Basis

MA 111 Photojournalism

A production-based class exploring the use of traditional photography and electronic media imaging. Topics include the photo essay, the ethical use of images in media, photo documentary, and the human condition in photography. Students are required to complete weekly photographic and written narrative assignments as well as a final documentary project.

Pre-requisite of MA 115/ART 115 is required or permission of the instructor.

Credits: 3

Every Spring

MA 113 Media Arts in the Twenty-first Century

This course discusses the past, present and future impact on human society of modern media and communication technologies. Emphasis is on critical analysis of media; debating ethical issues such as access, privacy and censorship; and research into contemporary institutions of technological development and innovation. Students participate in field trips, on-site research, and interaction with

media and technology professionals.

Credits: 3

On Demand

MA 115 Introduction to Photography

An introduction to photography as an art medium. Basic principles and practices of black-and-white photography processing and printing are reviewed. All students are provided with a 35 mm camera.

Credits: 3

Every Fall and Spring

MA 117 Intermediate Photography

A production-based class in photographic printing, using fiber-based papers. Filters, print toning, lighting and medium-format imaging are discussed. Projects are thematically based and include an extensive final presentation.

Pre-requisite of MA 115/ART 115 is required.

Credits: 3

Rotating Basis

MA 118 Digital Photography I

An introductory class using digital cameras and computers to record and print photographic imagery. The class focuses on photography as art medium using new approaches and techniques available. Course requirements include weekly assignments, midterm and final portfolio. All students are required to purchase a compact flash card. The department will supply digital cameras.

Pre-requisite of MA 115/ART 115 is required.

Credits: 3

Every Fall and Spring

MA 119 Business of Media Arts

A required course which discusses the applications of business skills for the media artist. Topics include professional development, media management principles, art and commerce, writing the business plan, and grant writing. Media professionals are invited as guest lecturers.

A minimum of 64 units must be completed prior to registering for this course.

Credits: 3

Every Fall and Spring

MA 120 Creative Photography

Independent exploratory study and experimentation in advanced non-silver photographic techniques such as: cyanotype, VanDyke brown, kallitype and palladium.

The pre-requisite of MA 115 / ART 115 or MA 118 / ART 118 is required or permission of instructor.

Credits: 3

Every Spring

MA 121 Advanced Photography

A focus on the development of professional-level mastery in the area of art or commercial photography. Emphasis is on review of other photographers work, special assignments, creative range and in-depth critiques. Students may work digitally or in the darkroom.

Pre-requisite of MA 115 and MA 117 are required or permission of instructor.

Credits: 3

On Occasion

MA 122 Digital Photography II

A workshop-oriented intermediate level digital photography course. The focus is on advanced digital photographic camera skills and digital print output using alternative and archival media methods. Emphasis is on a digital portfolio and personal artistic statements. Students produce a portfolio of thematic presentation using both traditional film scanned images and digital media capture. Students are provided with a digital camera for the semester.

Pre-requisite of MA 118/ART 118 is required.

Credits: 3

Every Spring

MA 123 Studio Photography

An in-depth study studio photography, using a variety of lighting techniques and setups. Students cover such topics as tungsten lights, reflected and direct lights, advanced metering, exposure, portraiture and different tabletop setups.

The pre-requisite of MA 115 / ART 115 or MA 118 / ART 118 is required or permission of instructor.

Credits: 3

Rotating Basis

MA 124 Computer Graphics I

An introductory level class in two dimensional computer graphics using Adobe Photoshop. Students learn and work with basic digital illustration and graphics, scanning of images, image editing, image manipulation, photo manipulation, typography and image composition.

Credits: 3

Every Fall and Spring

MA 125 Digital Publishing I

An introduction to the skills and concepts of digital publishing, emphasizing layout and design fundamentals, graphics, typography, and computer-based input and output for print. Also, page layouts and structured drawing programs on the computer are reviewed.

Pre-requisite of MA 124 is required.

Credits: 3

Rotating Basis

MA 126 Advertising I: Principles

An introduction to advertising with emphasis on effective creative strategies. Students gain insight into all phases of the business E print, radio, television, agency operations and research.

Credits: 3

Annually

MA 127 Fashion Studio Photography

Fashion photography is more than taking pictures of a model wearing the latest styles. This class will cover a range of subjects, that together, become the

building blocks of a fashion shoot. These include model casting, makeup and hair artists, stylists, trends in fashion imagery, lighting, camera and lens selection, location selection, and clothing designers.

The course will include guest speakers from the fashion industry. Course requirements include weekly shooting assignments, research assignments, and creation of a final fashion portfolio consisting of at least 12 finished prints.

The pre-requisite of MA 115 or MA 118 is required.

Credits: 3

On Occasion

MA 129 Broadcast Journalism I: Radio Journalism

An applied course that allows students to develop the skills to research, write, produce and present news reports, features and documentaries for radio.

The pre-requisite of JOU 119 / ENG 126 is required or permission of the Department.

Credits: 3

Every Fall

MA 130 Broadcast Journalism II: Television News Writing

A skills course that focuses on writing for television newscasts and on providing technical direction for behind-the-scenes directors regarding video tapes, sound bites, live shots, timing, and on-screen graphics. Included are analyses of TV news content, the historic and current impact of television on print journalism, and comparisons of various news media.

The pre-requisite of JOU 119 / ENG 126 is required or permission of the Department.

Credits: 3

Every Fall

MA 133 Digital Illustration I

An intermediate-level class in the design and creation of computer-based illustration using structured drawing programs. Students work on the computer with illustration techniques for logo design, technical drawing and poster design.

The pre-requisite of MA 124 is required.

Credits: 3

Rotating Basis

MA 135 Motion Graphics I

Prerequisites: MA 124, Offered on occasion. An introduction to Motion Graphics using 2D Animation software. Students will learn and work with time-based graphics design, motion path animation, dynamic media, and special effects for video, film and the Web.

Pre-requisites of MA 124 and MA 132 are required.

Credits: 3

Rotating Basis

MA 140 Public Relations III: Sports Information and Public Relations

Students examine the techniques of sports publicity, promotion and marketing for both amateur and professional athletics. Students study

the production of sports statistics, press releases, press kits and marketing strategies for print and broadcast media. Sports information professionals meet with students to assist them in developing their own promotional projects. The class also considers more broadly the business of sports and the role of sports in American society. (Same as Media Arts 140)

The pre-requisite of JOU 119 / ENG 126 is required or permission of the Department.

Credits: 3

Every Fall

MA 144 Entertainment Journalism

Entertainment Journalism will provide a historical overview of the rise of entertainment and celebrity journalism in the United States. The course will examine case studies of celebrity coverage in various fields, from entertainment and sports to politics. The class will consider the impact of paparazzi and bloggers. Students will also get training in reviewing popular culture and preparing for celebrity interviews and reporting.

The pre-requisite of JOU 119 / ENG 126 is required or permission of the Department.

Credits: 3

Every Fall

MA 145 Video Wkshp III

A capstone course in digital imaging acquisition, production and editing. This course will put together the skills you have acquired in Video Production I & II. Students work as a team to produce broadcast quality work. Topics include: advanced lighting, cinematography, editing, producing, marketing & distribution. Students work together using HD Workflow to edit a class project, create their own PSA/ commercial and a 5-10 min narrative story.

The pre-requisite of MA 1081 is required or permission of the Instructor.

Credits: 3

Rotating Basis

MA 147 Studio Recording for the Music Producer

MA 147 focuses on music production and the fundamentals of studio recording, including the experience of producing and creating music in a state-of-the-art recording studio with live musicians. Topics include an overview of prominent music producers and their techniques, musical form and structure, the basics of sound and hearing, microphone technology and design, the art of microphone placement, audio signal flow, overdubbing, and mixing of multi-track audio. Students learn how to record and work with the sonic characteristics of individual musical instruments as well as listen to previous recordings of different musical genres all in an effort to heighten their listening sensibility. This innovative class creates an interdisciplinary learning environment, which enables students from various musical and engineering backgrounds to come together for the common goal of producing music.

Credits: 3

Rotating Basis

MA 150 Writing for Media

In a dynamic, collaborative workshop environment, students practice powerful writing skills designed to develop creativity and self-expression. Topics include: application of creative writing to media, image and text, signs and symbols, artist manifestos and concept development.

The pre-requisite of MA 100 is required and 3 credits from ENG 61, ENG 62, ENG 63, ENG 64, HEG 21 or HEG 22 is required or permission of the instructor.

Credits: 3

Annually

MA 151 Sports Reporting

Covers all aspects of sports reporting from spot-reporting techniques to features, columns and commentary. Techniques of developing expertise in various sports are discussed. Frequent assignments include game coverage to give students first-hand experience. (Same as Media Arts 151)

Pre-requisite of JOU119/ENG 126 or MA 150 is required, or permission of the Department.

Credits: 3

Annually

MA 152 Screenplay

This course is designed to develop screenwriting skills in a workshop environment. Emphasis is on story structure, the writer's creative process, evaluation techniques and constructive feedback. Working independently students complete a short screenplay as their semester-long assignment.

The pre-requisite of MA 100 is required and 3 credits from ENG 61, ENG 62, ENG 63, ENG 64, HEG 21 or HEG 22 is required or permission of the instructor.

Credits: 3

Every Fall and Spring

MA 157 Advertising II: Creative Aspects

Copywriting techniques for print media, radio and television and the creation of complete promotion packages for direct marketing. Students develop practical skills by creating advertising letters, brochures and commercials. For students who may be considering advertising as a profession. (Same as Media Arts 157)

Pre-requisite of JOU119/ENG 126 or MA 150 is required, or permission of the Department.

Credits: 3

On Occasion

MA 162 Photography Portfolio/Exhibition

This is an advanced level photography class designed for graduating photography students. Students may work in any size, format or media, digital or traditional. Through the review of other photographers' work, completion of class assignments, and participation in critiques, students will be required to plan and execute their final photography exhibition.

Credits: 3

On Occasion

MA 163 Introduction to Multimedia

A foundation course exploring various multimedia techniques used in commercial and industrial presentations. Topics include photographic sequence imaging, story-boarding, computer programming and sound-synching. Intended for individuals seeking a working knowledge of contemporary photography and digital media.

Credits: 3

On Occasion

MA 164 History of Photography

A survey of the development of photography from its origins to the present day with emphasis on the daguerreotype, tintype and other early techniques. The course also reviews the role of photojournalism from the Great Depression to the present.

Discussions include the role of the color image and photography as an art medium. This is a Writing Intensive course, and is required for students following a concentration related to the still image. (Same as Art 108.) Prerequisite: MA 100.

Credits: 3

Annually

MA 171 Asian Cinema

Special topics in the sociological analysis of the production, distribution and consumption of Asian films.

The pre-requisite of SOC 3, or HSS 21, or HSS 22 is required.

Credits: 3

On Occasion

MA 178 Fairy Tales: From Disney to J-Lo

An exploration of how fairy tale motifs are used in movies and how this can affect a female's psyche over time. What 17th century standards and prejudices are being passed down to young viewers sitting in front of their DVDs entranced by Disney? How are fairy tales evolving or being deconstructed in the movies to fit the more feminist-minded p.c. mold today?

Credits: 3

Annually

MA 179 Film Genre

An examination of the Hollywood film and studio system through film genres. The course defines 'genres' as an industry term and a critical construct and explores the social, political and industrial factors affecting film genre construction. Topics include the horror film, women's film/melodrama, science fiction and the gangster film.

Credits: 3

On Occasion

MA 180 American Cinema: The Golden Age - 1930-1960

A survey of American sound films from the 1930s through the 1950s. Screenings are made of classics of comedy and drama as well as genre films

(westerns, film noir, musical comedy). The individualism of American filmmakers like Welles, Capra and Lang as well as their relationships to Hollywood and society at large is explored.

Credits: 3

On Occasion

MA 182 Film Criticism

A study of analytic approaches to film and their application to the writing of film criticism. A number of approaches are discussed - journalistic, humanist, auteurist, historical, social, scientific, ideological and theoretical; films screened represent a wide variety of directors, styles and genres.

Through in-depth analysis of each film in class and in written criticisms, students learn to express their ideas and feelings about film.

Credits: 3

On Occasion

MA 183 Contemporary American Cinema

A contextual approach to contemporary American cinema, including both fiction and nonfiction films. The emphasis is on the development of styles and techniques and the relationship of film to other arts, media and society. Includes class discussion and the writing of criticism. Occasionally guest filmmakers are invited to talk about their work.

Credits: 3

On Occasion

MA 184 Teens Films of the 1980s and 1990s

An examination of genre theory by exploring the conventions and transformation of one genre - the teen film. Focus is on the pivotal role of both female and black New Wave directors, viewing the genre as validating a collectivist spirit in the 1980s and both promoting and contesting the attack on teens and teen culture in the 1990s.

Credits: 3

On Occasion

MA 186 Gaming: The Art of Play

A universal and timeless activity, humans play games! As children we engage in a chosen mindset in which we may amuse, or role play that we are an imaginary character, in an imaginary context. We may invite our friends to participate in our imaginings, and once agreed, we collaborate in an interplay of mindsets of context and characters. Play as children is thought to sculpt our minds and have transformative cognitive effects. As we age, we begin to play games. Games are structured with rules, challenges and goals, and winners and losers. Plus, they may have cognitive rewards as well. This class considers the structure of play in gaming, from early video games such as Pac Man, to portable commercial games like Nintendo, to contemporary gaming software. What are the similarities, differences, and advancements? Well, we will have to play to find out!

Credits: 3

Annually

MA 187 Film and Television Studies

A survey of the history and development of world cinema and television. Through screenings and discussions, students study this twentieth-century art form as developed by various countries, individuals and movements. The development of cinema and television as an industry and a part of the larger economy; as a series of technical innovations; as a history of aesthetic forms; as a social, cultural and political force; and as a reflection of the ideas of its society is explored. This is a Writing Intensive course and is required for students following a concentration related to moving image.

Credits: 3

Every Fall and Spring

MA 188 Film Noir: The Dark Side of America

An exploration of the noir tradition from its origins in German expressionism and American gangster films to its classic period after World War II and its current widespread contemporary acceptance. Noir is explored as visual style, as subversive attitude and as an historical series reflecting American anxiety from World War II to the present.

Credits: 3

On Occasion

MA 189 Hollywood's New Wave

A study of the development of the Hollywood film from 1960 to 1980, from the breakup of the studio system through the influence of the 1960s social movements and the European Art Cinema to the retreat to a more traditional cinema. Topics include the rise of the low-budget film, the New Wave in Hollywood, Blaxploitation and the black art film. Directors studied include Scorsese, Coppola and Corman.

Credits: 3

On Occasion

MA 190 Film Production I

An introduction to the art of 16 mm film production. Topics include film production roles and responsibilities, basic cinematography, directing and film editing. Students work in teams to produce short films.

The pre-requisite of MA 106 is required or permission of the Instructor.

Credits: 3

On Occasion

MA 191 Film Production II

An intermediate class expanding on the skills and knowledge gained in MA 190. Students produce synch-sound 16mm film projects and explore advanced lighting, editing, audio field recording and cinematographic techniques. New developments in the field film to tape transfer, and nonlinear post-production are explored.

Prerequisite: MA 190.

Pre-requisite of MA 190 is required.

Credits: 3

On Occasion

MA 192 Prime-Time Television

An introduction to the form, content and ideology of the network television series. An analysis of the series format, including attempts to explain why series are popular, and an examination of such conventions of TV genres as the sitcom and the police series. Students are given an opportunity both to write papers on the development of the TV series and to write a treatment for an episode of a TV series.

Credits: 3

On Occasion

MA 193 Great American Directors

A consideration of the director as author of a film. The work of several directors is examined to identify stylistic and thematic consistencies and the way culture, industrial and economic factors influence their works. The influence of foreign directors on Hollywood, of female directors and of the contribution of cultures outside the mainstream of Hollywood cinema is also considered. Directors include Hitchcock, Welles, Spike Lee, Charles Burnett, and Amy Heckerling.

Credits: 3

On Occasion

MA 194 Men, Women and Film

An examination of femininity and masculinity on the screen and how men and women interact, as seen through a body of film criticism known as feminist film theory. The representation of men and women in Hollywood genres is discussed in terms of class, culture, and men and women interacting in different cultures.

Credits: 3

On Occasion

MA 197 Independent Study

Courses designed to give students in their junior or senior year an opportunity to do independent work under the guidance of a member of the Media Arts faculty. There are no regular class meetings. Students may undertake either a production (video, screenplay, photography etc.) or a research paper.

Credits: 3

Every Semester

MA 198 Independent Study

Courses designed to give students in their junior or senior year an opportunity to do independent work under the guidance of a member of the Media Arts faculty. There are no regular class meetings. Students may undertake either a production (video, screenplay, photography etc.) or a research paper.

Credits: 3

All Sessions

MA 199 Media Arts Internship

During their senior year, Media Arts majors are strongly recommended to undertake one internship with a media organization. Consultation with Director of Professional Development and approval of the Department is required. May be taken more than once for credit.

Credits: 3
Every Semester

MA 203 Special Topics

Special Topics
Credits: 1
On Demand

MA 206 Advanced Editing

A video production class in advanced non-linear video editing, examining the art, form and concept of the "Cut." Students work with Final Cut Pro and learn the art of story-telling through a variety of techniques and styles. Topics include narrative film-style editing, and montage-style editing used in music videos and commercials.

Pre-requisite of MA 106 is required.

Credits: 3
Rotating Basis

MA 207 3D Logo Animation

This is an introductory level class in the design and creation of 3D Logo animations for the screen. Students will learn techniques in 3D modeling, surfacing, lighting, animation, special effects and rendering specifically for logos. All students will create work on logo projects for the web and full screen video projects.

Credits: 3
On Occasion

MA 208 DJ Techniques

DJ Techniques 1 is an introductory undergraduate production course focusing on the art of the DJ. Topics include DJ equipment and mixing techniques, beat and pitch matching, musical structure, mixing board and scratching techniques. This course also includes a focus on the history of the DJ, the art of connecting with an audience, and the marketing side of the DJ industry.

Credits: 3
On Occasion

MA 212 African-American Film

An examination of African-American images as an intrusion on typical Hollywood mainstream narrative. By concentrating on images both inside and outside dominant filming making institutions, the course surveys the implicit transgressive politics of filmmakers from Clarence Brown and Oscar Micheaux, to Melvin Van Peebles, Charles Burnett and Ivan Julien.

Credits: 3
On Occasion

MA 213 Philosophical Investigations Through Film

This course aims to engage theories of perception, movement of image and temporality through an analysis of avant-garde films and the history of cinema. Such philosophical issues as reality versus appearance, the nature of time, the relation of mind to body, and the possibility of artificial intelligence will also be explored through viewing popular films (Same as MA 213.)

The pre-requisite of PHI 61, or PHI 62, or HHP 21 or HHP 22 is required.

Credits: 3
On Occasion

MA 222 Mass Communications and New Media in Society

Intensive, multi-faceted approach to the mass media and new media as systems of communication and as their social and psychological influences on society. Consideration of functions and media ethics and responsibilities. Study of research methodologies and the communications field. Readings and discussions.

Credits: 3
On Occasion

MA 233 Music Theory for Producers

A comprehensive knowledge of music composition is extremely beneficial to today's music producer. This course examines the fundamentals of music and how it works. Music composition topics will be covered such as rhythm, melody, harmony, intervals, chord progressions, structure, and instrumentation. In addition, students will have the opportunity to improve their music writing skills through hands-on use of software like Apple's Logic Audio and Propellerhead's Reason. This course is suitable for students who want to expand their knowledge of music creation and production.

Credits: 3
On Occasion

MA 239 Survey of Computer Art

A New Media theory class in Computer Art, this class will chronologically span the pioneering efforts of the first generation of computer artists to the latest in Internet and computer installations. Class sessions will include lectures, in-class presentations, and on-site gallery and museum exhibitions. Lively theoretical papers and discussions will be required. Fulfill's LIU Brooklyn's Writing Intensive (W.I) requirement.

Credits: 3
Annually

MA 240 Computer Art Thesis I

Prerequisite: Completion of 98 credits. Offered every Fall. This is a required senior year class for all BFA in Computer Art majors. It is designed to help students conceive, research, design and create full pre-production of a computer art project for public exhibition.

Credits: 3
Every Fall, Spring and Summer

MA 241 Computer Art Thesis II

Prerequisite: MA 240. Offered every Spring. Upon completion of MA 240 Thesis I, students are paired with specialized faculty for the creation and production of computer art projects. Computer Art projects will be publicly exhibited and screened at the Thesis Exhibition.

The pre-requisite of MA 240 is required or permission of the Instructor.

Credits: 3
Every Fall, Spring and Summer

MA 257 The Music Business

A look at the musician/performer in today's business world: record production, music publishing, the concert, club and gig scene, copyrights, contracts, and career promotion.

Credits: 3
Every Fall and Spring

MA 264 New Art City

Through art gallery and museum visits, slides and videos, an exploration of the wide variety of styles and meanings within contemporary art and the varied intentions of contemporary artists. Selected developments from Abstract Expressionism to the present, including Pop, Minimal, Conceptual, Performance and Neo-Expressionist art are examined.

Credits: 3
Every Spring

MA 275 Advanced 3D Modeling Workshop

An advanced class in 3D Modeling using Maya, students learn and work with modeling techniques for screen and print. Topics and techniques covered include object and architectural modlign and organic modeling using Polygons, NURBs and Subdivision Surfaces.

The pre-requisite of MA 124 is required.

Credits: 3
Rotating Basis

MA 1012 Audio Production II

Audio Production II is an advanced audio production class dealing with intensive remote sound recording techniques for ENG/EFP video, film, and radio. Workshops will include advanced application and techniques for single-microphone and multi-microphone mixes. Topics will include boom operation, time code, music playback, multi-track recording for narration, dialogue and music, Foley artist, FX recording, stereo recording and sound editing.

The pre-requisite of MA 101 is required.

Credits: 3
Rotating Basis

MA 1032 Television Production III

An advanced course expanding the techniques and application of TV studio production covered in Television Production II. Students focus on producing and directing scripted studio productions such as TV dramas and news programs.

The pre-requisite of MA 103 is required.

Credits: 3
Rotating Basis

MA 1081 Video Workshop II

This is an intermediate level course that will expand upon the information and material covered in MA 106, Video Workshop I. It is designed to assist students in the exploration of more sophisticated

video production aesthetics, concepts and technologies, which will include Nonlinear Editing (Final Cut Express), Production Structure Lighting, Sound and Directing. Class members will practice and refine their production skills by completing a series of creative and challenging projects. (Formerly MA 108.) Prerequisite: MA 106.

Pre-requisite of MA 106 is required.

Credits: 3

Annually

MA 1141 Digital Audio III

An advanced, project-oriented continuation of MA 110. Integration of the concepts and techniques involved in digital sound and examination of music manipulation and creation. Mastery of previously studied material is stressed. Emerging formats and technology are discussed. Unconventional, interesting and experimental software is examined and used. Also listed as MA1141.

The pre-requisite of MA 110 / MUS 176 is required or permission of the Instructor.

Credits: 3

On Occasion

MA 1142 Advanced Music Production

Advanced Music Production is project-oriented continuation of MA Digital Audio courses. Integration of the concepts and techniques involved in digital sound and examination of music manipulation and production is the focus. Mastery of previously studied material is stressed. ProTools and Logic software is used as a tool to further develop students' skills in mixing music. Advanced techniques in the utilization of audio processing devices such as EQ, compression, and reverb among others are covered.

Pre-requisite: Digital Audio II or permission of the Instructor.

Same as MUS 177.

The pre-requisite of MA 110 / MUS 176 is required or permission of the Instructor.

Credits: 3

On Occasion

MA 1242 2-D Computer Animation I

This course has an additional fee. Prerequisite: MA 124. Offered on occasion. An introduction to basic computer-based animation using two-dimensional graphics, paint, image-editing and animation software. Students work with digital Ink & Paint, rotoscoping, and motion path-based techniques for character animation and motion graphics. (Same as ART 124.2.)

The pre-requisite of MA 124 is required.

Credits: 3

On Occasion

MA 1271 Arts Management

Incorporating on-site visits to off-campus arts institutions, these courses introduce the basic principles of the business of setting up, operating and managing galleries, museums, educational arts organizations, cultural institutions, theatres, studios and groups of many

types. Internships may be arranged upon completion of these courses.

Credits: 3

On Demand

MA 1272 Arts Management

Incorporating on-site visits to off-campus arts institutions, these courses introduce the basic principles of the business of setting up, operating and managing galleries, museums, educational arts organizations, cultural institutions, theatres, studios and groups of many types. Internships may be arranged upon completion of these courses.

Credits: 3

On Demand

MA 1281 Introduction to Color Photography

(Same as ART 128.1.) An exploration of color theory, film and darkroom techniques in printing color photographs. (Students must have a 35 mm camera with manual controls.)

Pre-requisite of MA 115/ART 115 is required.

Credits: 3

On Occasion

MA 1341 3D Computer Graphics I

An introductory level class in 3D Computer Graphics for film, video, games, print and the WEB. Students will learn basic modeling, texturing, scene design, digital cinematography and rendering using the latest hardware and software in the field. This class is a prerequisite for the 3D Animation, (MA 134.2) class, which is offered in the Spring. (Same as ART 124.3.)

Pre-requisite of MA 124 is required.

Credits: 3

Every Fall

MA 1342 3-D Computer Animation

Prerequisites: MA 124, 134.1. Offered on occasion.

An introduction to the fundamentals of three-dimensional computer animation for film/television, print, video games and interactive media. Students learn and work with techniques in basic animation, morphing, inverse/forward kinematics, SFX, motion path editing and procedural animation, motion path animation, character animation, inverse and forward kinematics, dynamics, and special effects animation.

Pre-requisites of MA 124 and MA 1341 are required.

Credits: 3

Every Spring

MA 1361 World Wide Web Publishing I

An introduction to the basic principles of Web Page design and production. Students work with the most widely used graphics, authoring and HTML editing software packages in the industry. Students conceive and design their own Internet-ready Web site. (Formerly MA 136.) Prerequisite: MA 124.

The pre-requisite of MA 124 is required.

Credits: 3

Annually

MA 1362 World Wide Web Publishing II

An advanced-level workshop dealing with mastery of topics covered in MA 136.1 such as concept development, creative design and media authoring. Special topics include: advanced techniques for image processing, interface design, the latest WEB authoring software. Students are encouraged to explore and apply critical concepts in interactive design, and use conceptual approaches to solve interface design problems. Prerequisite: MA 136.1.

Pre-requisite of MA 1361 is required.

Credits: 3

On Occasion

MA 1482 Advanced Playwriting

A continuation of THE 122.1 that leads to the development of a full-length play or two one-act plays. (Same as MA 148.2.)

Pre-requisite of THE 1221/MA 1482 is required.

Credits: 3

Every Spring

MA 1531 Public Relations I: Introduction

(Same as Media Arts 153.1)

Public relations principles and practices with special attention to theory, function, ethics, audience analysis and related communications skills. Also, public relations research, planning and development. Case histories and term projects familiarize students with the public relations activities of organizations such as corporations, governmental agencies, medical centers and nonprofit agencies. (Same as Media Arts 153.1)

Credits: 3

Every Spring

MA 1532 Public Relations II: Case Studies

Exploration of the principles of strategic planning and persuasion, the creation of audiences, media placement, and the development of publicity campaigns. Review of various internal publications with attention to their design, content and persuasive capabilities. Time is devoted to practical applications and case studies. (Same as Media Arts 153.2)

The pre-requisite of JOU 119 / ENG 126 is required or permission of the Department.

Credits: 3

Every Fall

MA 1561 Video Journalism I

An intermediate course that trains students to function as video journalists, integrating television production with newswriting skills. Using a digital camcorder and non-linear editing equipment, students learn both the technical and the aesthetic aspects of ENG shooting and how to combine in-class news acquisition principles with field application. (Same as Media Arts 156.1)

The pre-requisite JOU 119 / ENG 126 is required.

Credits: 3

Every Spring

MA 1562 Video Journalism II

An advanced course building on the skills learned in Video Journalism I for mastery of technique. Students produce broadcast-quality video news packages for local television stations.

(Same as Media Arts 156.2)

Pre-requisite of JOURNALISM 1561/MA 1561 is required.

Credits: 3

On Demand

MA 1581 On-Camera Performance I

An introduction to the practice and principles of on-camera performance for broadcast and film media. Using closed-circuit television interactively, students work on exercises in acting, news reading, interviewing and standup reporting. Professional guest speakers share experiences. (Formerly MA 158.) (Same as THE 139.1.) Prerequisite: MA 159.1 or THE 125.1 or permission of instructor.

Credits: 3

Rotating Basis

MA 1582 On-Camera Performance II

An intermediate workshop designed to expand upon the skills and knowledge gained in On-Camera Performance I. Emphasis is on cold reading, character creation, teleprompter reading and scene analysis. (Same as THE 139.2.)

The pre-requisite of MA 1581 / THE 1391 is required or permission of the Department.

Credits: 3

Rotating Basis

MA 1583 On-Camera Performance III

An advanced workshop designed to enable a small group to work collaboratively on mastery of techniques learned in MA 158.2. Emphasis is on audition technique and creating monologues. Three credits. (Same as THE 139.3)

The pre-requisite of MA 1582 / THE 1392 is required or permission of the Department.

Credits: 3

Rotating Basis

MA 1585 Comm/Voice Over Perf

workshop

Credits: 3

On Occasion

MA 1591 Acting I

An introductory study of acting, including acting exercises, analysis and interpretation of roles, and improvisations. Each student prepares and performs various acting exercises and a minimum of one dramatic monologue. In addition, each student rehearses and performs in a scene consisting of two or more characters. (Same as MA 159.1.)

Credits: 3

Every Fall and Spring

MA 1592 Acting II

A continuation of THE 125.1 that emphasizes scene analysis and the creation of stage characterization. Students perform in a variety of scenes and other acting assignments. (Same as MA 159.2.)

Pre-requisite of THE 1251/MA 1591 is required.

Credits: 3

Every Fall and Spring

MA 1593 Acting III Rehearsal and Performance: Modern Scene Study

An investigation of rehearsal procedure, including character and script analysis, and a final emphasis on techniques of scene performance. Students are required to see two plays and write a critique of each. (Same as MA 159.3.)

Pre-requisites of THE 1251 and THE 1252 are required.

Credits: 3

Every Fall

MA 1594 Period Acting Styles: Acting the Classics

Students analyze theories and develop techniques for interpretation of drama and comedy from the point of view of a classical actor. The course explores and investigates the rehearsal procedure, character development and script analysis of classical texts. (Same as MA 159.4.)

The pre-requisite of THE 1253 / MA 1593 is required.

Credits: 3

Every Spring

MA 1601 Directing I

The study and practice of directing for the theatre, emphasizing play selection and analysis, casting, rehearsal procedure, and the relationship of the director to the actor. Students learn staging in different performance environments. (Same as MA 160.1.) Prerequisite: THE 1251/MA 1591, THE 1252/MA 1592 or the permission of the instructor.

Credits: 3

Every Fall

MA 1602 Directing II

A continuation of THE 120.1 through the examination of varied styles of directing in the theatre -- the Stanislavsky approach, the Brechtian alienation concept, and recent improvisational and experimental techniques. Students direct a one-act play. (Same as MA 160.2.)

Pre-requisite of THE 1201/MA 1601 is required.

Credits: 3

Every Spring

Department of Performing Arts

Professors Emerita Stuart, Aquino, Yellin
 Associate Professors Hash-Campbell (Chair),
 Cooper (Music Program Coordinator), Sannuto
 (Theatre Program Coordinator)
 Assistant Professors Le Blanc Loo, Newsome,
 Administrative Assistant: Wall
 Adjunct Faculty: 16

The Department of Performing Arts is dedicated to teaching the disciplines of dance, music, and theater in a liberal arts environment. The Department of Performing Arts aims to give undergraduate students a solid technical and artistic foundation enriched with personal understanding as they move into their artistic career after graduation.

The Department of Performing Arts' faculty has years of performance and teaching experience around the world and many are currently active professionals in the New York City area. Undergraduate students explore both the rigorous critical study of their art form and the disciplined aesthetic practice of the technique. This daily practice provides essential tools and analytic understanding of the student's performing arts discipline. The department promotes the integration of both study and practice at every level of our curriculum. Students critically investigate and sustain the ideas, traditions, and practices in which their present art form is rooted. Through a full range of educational experiences students are prepared to create, perform, and prosper within their chosen artistic field.

DANCE PROGRAM

The Dance Program is a modern-based dance program offering rigorous, conservatory-style training for those interested in pursuing careers as professional dancers. The B.F.A. degree program provides a foundation in ballet, modern and post-modern dance techniques. The B.S. degree program is designed to meet the artistic and academic needs of students who want to double major or work in complementary fields. Additionally, our singular Dance Wellness program has put the department at the forefront of dance medicine.

Small class sizes provide majors with individualized attention from professional faculty, drawn from New York's finest dance companies. Students learn and perform historic and contemporary repertory from professional guest artists and faculty.

B.S. in Dance

Dance Bachelor of Science Major Requirements

**Major Grade Point Average
 2.75 Major GPA Required.**

Dance BS Major Requirements

To fulfill this requirement the following 17 courses must be completed

DNC	100	Freshman Seminar: Dance Literacy	2.00
DNC	121	Improvisation	2.00
DNC	160	Music for Dance	3.00
DNC	170	Introduction to Design and Production for Dance	2.00
DNC	206	Contemporary Dance History and Criticism	3.00
DNC	1031	Modern Technique (Level 1.1)	3.00
DNC	1041	Modern Technique (Level 1.2)	3.00
DNC	1051	Modern Technique (Level 2.1)	3.00
DNC	1061	Modern Technique (Level 2.2)	3.00

DNC 1081 Beginning Ballet (Level 2.1) 3.00

DNC 1082 Beginning Ballet (Level 2.2) 3.00

DNC 151, 152, 153, 154 & DNC 251, 252 (1 credit each)

Dance BS Ancillary Requirement

BIO	131	Human Anatomy	4.00
-----	-----	---------------	------

Dance BS Major Requirements

To fulfill this requirement the following course must be completed:

DNC	210	Kinesiology for Dancers	3.00
-----	-----	-------------------------	------

To fulfill this requirement the following course must be completed:

PE	151	Functional Kinesiology	3.00
----	-----	------------------------	------

SPS	151	Functional Kinesiology	3.00
-----	-----	------------------------	------

Dance BS Major Requirements

Dance BS Major Requirements

One of the next three tracks is required.

Modern Technique

The following two (2) courses must be completed:

DNC	141M	Modern Technique: Level 3.1A (BFA First Level)	3.00
-----	------	---	------

DNC	142M	Modern Technique: Level 3.2A	3.00
-----	------	---------------------------------	------

Choreography Requirements:

The following four courses must be completed:

DNC 122 Choreography	I	2.00
-----------------------------	----------	-------------

DNC 221 Choreography	2	2.00
-----------------------------	----------	-------------

DNC 215A Repertory and Ensemble	I	1.00
--	----------	-------------

DNC 215B Repertory and Ensemble

2	1.00
----------	-------------

World Forms

The following two (2) courses must be completed:

DNC	2181	World Dance: African Diaspora	3.00
DNC	2182	Advanced World Dance: African Diaspora	3.00

Bachelor of Science Core

Requirements

Skills/Proficiency Requirements

Completion of the skills/proficiency courses listed in the undergraduate bulletin depends solely on placement examination.

The Skills Proficiency Courses are:

DSM 01, DSM 09, ENG 13 or 13X, ENG 14 or 14X

DSM	01	Developmental Skills Mathematics 01	0.00
-----	----	--	------

DSM	09	Developmental Skills Mathematics 09	0.00
-----	----	--	------

ENG	13	English Composition	3.00
-----	----	---------------------	------

ENG	14	English Composition	3.00
-----	----	---------------------	------

Core Curriculum Requirements

English Composition Core Requirement -

Three credits from the following

ENG	16	English Composition	3.00
-----	----	---------------------	------

ENG	16X	English Composition for Nonnative Speakers	3.00
-----	-----	---	------

Core Seminar Requirement

COS	50	Idea Of The Human	3.00
-----	----	-------------------	------

Speech Core Requirement

SPE	3	Oral Communication	3.00
-----	---	--------------------	------

English Literature Core Requirement - Six credits from the following (a student must be in the Honors Program to take HEG 21 and HEG 22)

ENG	61	European Literatures I	3.00
-----	----	------------------------	------

ENG	62	European Literatures II	3.00
-----	----	-------------------------	------

ENG	63	American Literatures	3.00
-----	----	----------------------	------

ENG	64	Non-Western Literatures	3.00
-----	----	-------------------------	------

HEG	21	Literature of the Human Imagination	3.00
-----	----	--	------

HEG	22	English Literature of the Human Imagination	3.00
-----	----	--	------

Philosophy Core Requirement

PHI	61	Philosophical Explorations I	3.00
-----	----	---------------------------------	------

PHI	62	Philosophical Explorations II	3.00
-----	----	----------------------------------	------

History Core Requirement

HIS	1	History of Civilizations to 1500	3.00
HIS	2	History of Civilizations Since 1500	3.00

Social Science Core Requirement - Six credits from the following (a student must be in the Honors Program to take HSS 21 and HSS 22)

ANT	4	Physical Anthropology	3.00
ANT	5	Cultural Anthropology	3.00
ECO	1	Introduction to Economics	3.00
ECO	2	Introduction to Economics	3.00
HSS	21	Civilization and Social Institutions	3.00
HSS	22	Civilization and Social Institutions	3.00
POL	11	Power and Politics	3.00
PSY	3	Introduction to Psychology	3.00
SOC	3	Introduction to Sociology	3.00

Communication, Visual and Performing Arts Core Requirement - Three credits (a student must be in the Honors Program to take HAR 21 or HAR 22)

ART	61	Introduction to Visual Art	3.00
DNC	61	Dance Through Time	3.00
HAR	21	Art, Music, and Dance in Social Context	3.00
HAR	22	Art, Music, and Dance in Social Context	3.00
MUS	61	Music and Culture	3.00
THE	61	The Theatrical Vision	3.00

Science Core - Dance BS Students must do BIO 3, Phy 20 and the BIO 131 ancillary requirement (12 credits)

BIO	3	Life: Its Origin, Maintenance and Future	4.00
PHY	20	The Physical Universe	4.00

Mathematics Core Requirement - One course from the following

MTH	15	Mathematical Tools and Their Use	4.00
MTH	16	Finite Mathematics	3.00

Orientation Seminar Core Requirement

OS	1	The University: Discovery and Change	1.00
----	---	--------------------------------------	------

Liberal Arts and Science Foreign

Language Core Curriculum Requirements

Must complete 6 credits in one of the foreign language disciplines listed below.

Foreign Language Core Spanish

SPA	11	Introductory Spanish I	3.00
SPA	12	Introductory Spanish II	3.00

Foreign Language Core French

FRE	11	Introductory French I	3.00
FRE	12	Introductory French II	3.00

Foreign Language Core Italian

ITL	11	Introductory Italian I	3.00
ITL	12	Introductory Italian II	3.00

Foreign Language Core Honors Spanish - A student must be in the Honors Program to take the following

HLS	21	Honors Spanish	3.00
HLS	22	Honors Spanish	3.00

Foreign Language Core Honors French - A student must be in the Honors Program to take the following

HLF	21	Honors French	3.00
HLF	22	Honors French	3.00

B.F.A. in Dance

Bachelor of Fine Arts Core Requirements

Skills/Proficiency Requirements

Completion of the skills/proficiency courses listed in the undergraduate bulletin depends solely on placement examination.

The Skills Proficiency Courses are: DSM 01, DSM 09, ENG 13 or 13X, ENG 14 or 14X

DSM	01	Developmental Skills Mathematics 01	0.00
DSM	09	Developmental Skills Mathematics 09	0.00
ENG	13	English Composition	3.00
ENG	14	English Composition	3.00

Bachelor of Fine Arts Core Curriculum Requirements

English Composition Core Requirement - One course from the following

ENG	16	English Composition	3.00
ENG	16X	English Composition for Nonnative Speakers	3.00

Core Seminar Requirement

COS	50	Idea Of The Human	3.00
-----	----	-------------------	------

Speech Core Requirement

SPE	3	Oral Communication	3.00
-----	---	--------------------	------

English Literature Core Requirement - Three credits from the following (a student must be a member of the Honors Program to take HEG 21 and HEG 22)

ENG	61	European Literatures I	3.00
ENG	62	European Literatures II	3.00
ENG	63	American Literatures	3.00
ENG	64	Non-Western Literatures	3.00
HEG	21	Literature of the Human Imagination	3.00
HEG	22	English Literature of the Human Imagination	3.00

Philosophy Core Requirement - Three credits from the following

PHI	61	Philosophical Explorations I	3.00
PHI	62	Philosophical Explorations II	3.00

History Core Requirement - Three credits from the following

HIS	1	History of Civilizations to 1500	3.00
HIS	2	History of Civilizations Since 1500	3.00

Social Science Core Requirement - Six credits from the following (a student must be a member of the Honors Program to take HSS 21 and HSS 22)

ANT	4	Physical Anthropology	3.00
ANT	5	Cultural Anthropology	3.00
ECO	1	Introduction to Economics	3.00
ECO	2	Introduction to Economics	3.00
HSS	21	Civilization and Social Institutions	3.00
HSS	22	Civilization and Social Institutions	3.00
POL	11	Power and Politics	3.00
PSY	3	Introduction to Psychology	3.00
SOC	3	Introduction to Sociology	3.00

Science Core Requirement

BIO	3	Life: Its Origin, Maintenance and Future	4.00
-----	---	--	------

Mathematics Core Requirement - One course from the following

MTH	15	Mathematical Tools and Their Use	4.00
MTH	16	Finite Mathematics	3.00

Orientation Seminar Core Requirement

OS	1	The University: Discovery and Change	1.00
----	---	---	------

Dance Bachelor of Fine Arts Major Requirements

Major Grade Point Average

2.75 Major GPA Required.

Brooklyn Dance BFA Major Requirements

The following thirty eight (39) courses must be fulfilled:

DNC	100	Freshman Seminar: Dance Literacy	2.00
DNC	121	Improvisation	2.00
DNC	122	Choreography 1	2.00
DNC	131	Ballet. Level 3.1 (BFA first level)	3.00
DNC	132	Ballet. Level 3.2	3.00
DNC	133	Ballet. Level 4.1	3.00
DNC	134	Ballet. Level 4.2	3.00
DNC	141M	Modern Technique: Level 3.1A (BFA First Level)	3.00
DNC	142M	Modern Technique: Level 3.2A	3.00
DNC	143M	Modern Technique: Level 4.1A	3.00
DNC	144M	Modern Technique Level 4.2A	3.00
DNC	145	Modern Technique Level 3.1B	2.00
DNC	146	Modern Technique Level 3.2B	2.00
DNC	147	Modern Technique Level 4.1B	2.00
DNC	148	Modern Technique Level 4.2B	2.00
DNC	152	Dance Wellness 1.2	1.00
DNC	153	Dance Wellness Level 2.1	1.00
DNC	154	Dance Wellness Level 2.2	1.00
DNC	160	Music for Dance	3.00
DNC	170	Introduction to Design and Production for Dance	2.00
DNC	205	Dance History	3.00
DNC	206	Contemporary Dance History and Criticism	3.00
DNC	215A	Dance Ensemble	1.00
DNC	215B	Dance Ensemble	1.00
DNC	231	Ballet. Level 5.1	2.00
DNC	232	Ballet. Level 5.2	2.00

DNC	233	Ballet Level 6.1	2.00
DNC	234	Ballet Level 6.2	2.00
DNC	241M	Modern Technique Level 5.1A	3.00
DNC	242M	Modern Technique Level 5.2A	3.00
DNC	243M	Modern Technique Level 6.1A	3.00
DNC	244M	Modern Technique Level 6.2A	3.00
DNC	245	Modern Technique Repertory Level 5.1B	3.00
DNC	246	Modern Technique/Repertory Level 5.2B	3.00
DNC	247	Modern Technique/Repertory Level 6.1B	3.00
DNC	248	Modern Technique/Repertory Level 6.2B	3.00
DNC	251	Dance Wellness. Level 3.1	1.00
DNC	252	Dance Wellness Level 3.2	1.00

DNC 221 2.00 credits is also required

The following one (1) course must be fulfilled:

DNC	210	Kinesiology for Dancers	3.00
-----	-----	-------------------------	------

or Sports Science 151

The following one (1) course must be fulfilled:

DNC	151	Dance Wellness 1.1	1.00
-----	-----	--------------------	------

Ancillary Requirement

The following one (1) course must be fulfilled:

BIO	131	Human Anatomy	4.00
-----	-----	---------------	------

MUSIC

Versatility is the hallmark of the undergraduate music degree programs at Long Island University's Brooklyn Campus. Degrees offered include: B.A. in Music, Applied or Music Theory, B.S. in Music Education in Urban Schools and a B.F.A. in Jazz Studies. Students can also choose to include other academic concentrations such as media arts, education or business in their course of study. In all programs, a strong academic foundation is provided by the diverse core curriculum of the Brooklyn Campus.

Music majors have the opportunity to learn from a diverse group of professional musicians who live and perform in New York City and the surrounding area – the entertainment and music mecca of the world. The world's leading jazz professionals participate in the Jazz Studies program as class instructors, ensemble directors, clinicians and private teachers.

B.F.A. in Music (Jazz Studies)

Bachelor of Fine Arts Core Requirements Skills/Proficiency Requirements

Completion of the skills/proficiency courses listed in the undergraduate bulletin depends solely on placement examination.

The Skills Proficiency Courses are:

DSM 01, DSM 09, ENG 13 or 13X, ENG 14 or 14X

DSM	01	Developmental Skills Mathematics 01	0.00
DSM	09	Developmental Skills Mathematics 09	0.00
ENG	13	English Composition	3.00
ENG	14	English Composition	3.00

Bachelor of Fine Arts Core Curriculum Requirements

English Composition Core Requirement - One course from the following

ENG	16	English Composition	3.00
ENG	16X	English Composition for Nonnative Speakers	3.00

Core Seminar Requirement

COS	50	Idea Of The Human	3.00
-----	----	-------------------	------

Speech Core Requirement

SPE	3	Oral Communication	3.00
-----	---	--------------------	------

English Literature Core Requirement - Three credits from the following (a student must be a member of the Honors Program to take HEG 21 and HEG 22)

ENG	61	European Literatures I	3.00
ENG	62	European Literatures II	3.00
ENG	63	American Literatures	3.00
ENG	64	Non-Western Literatures	3.00
HEG	21	Literature of the Human Imagination	3.00
HEG	22	English Literature of the Human Imagination	3.00

Philosophy Core Requirement - Three credits from the following

PHI	61	Philosophical Explorations I	3.00
PHI	62	Philosophical Explorations II	3.00

History Core Requirement - Three credits from the following

HIS	1	History of Civilizations to 1500	3.00
HIS	2	History of Civilizations Since 1500	3.00

Social Science Core Requirement - Three credits from the following (a student must be a member of the Honors Program to take HSS 21 and HSS 22)

ANT	4	Physical Anthropology	3.00
ANT	5	Cultural Anthropology	3.00
ECO	1	Introduction to Economics	3.00
ECO	2	Introduction to Economics	3.00
HSS	21	Civilization and Social Institutions	3.00
HSS	22	Civilization and Social Institutions	3.00
POL	11	Power and Politics	3.00
PSY	3	Introduction to Psychology	3.00
SOC	3	Introduction to Sociology	3.00

Communication, Visual and Performing Arts Core Requirement - Three credits from the following (a student must be in the Honors Program to take HAR 21 or HAR 22)

ART	61	Introduction to Visual Art	3.00
DNC	61	Dance Through Time	3.00
HAR	21	Art, Music, and Dance in Social Context	3.00
HAR	22	Art, Music, and Dance in Social Context	3.00
THE	61	The Theatrical Vision	3.00

Science Core Requirement

PHY	20	The Physical Universe	4.00
-----	----	-----------------------	------

Mathematics Core Requirement - One course from the following

MTH	15	Mathematical Tools and Their Use	4.00
MTH	16	Finite Mathematics	3.00

Foreign Language Core Requirement

Must complete 3 credits from SPA, FRE or ITL 11. An additional 3 credits from SPA, FRE or ITL 12 is optional.

Orientation Seminar Core Requirement - OS1
Music BFA Jazz Studies Major
To fulfill this requirement the following 15 courses must be completed

MUS	3	Ear Training/Musicianship I	3.00
MUS	4	Ear Training/Musicianship II	3.00

MUS	106	Jazz History	3.00
MUS	107	Traditional Music History I	3.00
MUS	108	Traditional Music History II	3.00
MUS	131	Harmony/Counterpoint I	3.00
MUS	132	Harmony/Counterpoint II	3.00
MUS	161	Jazz Theory/Improvisation I	3.00
MUS	162	Jazz Theory/Improvisation II	3.00
MUS	163	Jazz Theory/Improvisation III	3.00
MUS	164	Jazz Theory/Improvisation IV	3.00
MUS	165	Jazz Ear Training I	3.00
MUS	166	Jazz Ear Training II	3.00
MUS	123J	Ensemble	1.00
MUS	125	University Chorus	2.00
MUS	115	Private Instruction V	1.00
MUS	116	Private Instruction V	1.00

(Students must be enrolled in MUS 123J or MUS 125 each semester, as the ensemble requirement)
 (Students must be enrolled in MUS 115 or MUS 116 each semester, as the private instruction requirement)

Recommended Music Electives

MUS	127	Conducting	3.00
MUS	170	Jazz Clinic	1.00
MUS	175	Digital Audio I	3.00
MUS	176	Digital Audio II	3.00
MUS	180	Music Business	3.00

Students may take private instruction with more than one instructor.

****Digital Audio (Media Arts) courses will satisfy the distribution requirement of 6 credits in one area of upper level courses.**

*****Students may be required to take Music 3 and 4 before Music 161 Jazz Theory & Improv. and 165 Jazz Ear Training.**

B.S. in Music Education in Urban Schools

Bachelor of Science Core Requirements

Skills/Proficiency Requirements
Completion of the skills/proficiency courses

listed in the undergraduate bulletin depends solely on placement examination.

The Skills Proficiency Courses are: DSM 01, DSM 09, ENG 13 or 13X, ENG 14 or 14X

DSM	01	Developmental Skills Mathematics 01	0.00
DSM	09	Developmental Skills Mathematics 09	0.00
ENG	13	English Composition	3.00
ENG	14	English Composition	3.00

Core Curriculum Requirements

English Composition Core Requirement - One course

ENG	16	English Composition	3.00
ENG	16X	English Composition for Nonnative Speakers	3.00

Core Seminar Requirement

COS	50	Idea Of The Human	3.00
-----	----	-------------------	------

Speech Core Requirement

SPE	3	Oral Communication	3.00
-----	---	--------------------	------

English Literature Core Requirement - Six credits from the following (a student must be in the Honors Program to take HEG 21 and HEG 22)

ENG	61	European Literatures I	3.00
ENG	62	European Literatures II	3.00
ENG	63	American Literatures	3.00
ENG	64	Non-Western Literatures	3.00
HEG	21	Literature of the Human Imagination	3.00
HEG	22	English Literature of the Human Imagination	3.00

Philosophy Core Requirement

PHI	61	Philosophical Explorations I	3.00
PHI	62	Philosophical Explorations II	3.00

History Core Requirement

HIS	1	History of Civilizations to 1500	3.00
HIS	2	History of Civilizations Since 1500	3.00

Social Science Core Requirement - Six credits from the following (a student must be in the Honors Program to take HSS 21 and HSS 22)

ANT	4	Physical Anthropology	3.00
ANT	5	Cultural Anthropology	3.00
ECO	1	Introduction to Economics	3.00
ECO	2	Introduction to Economics	3.00

Brooklyn Campus

HSS	21	Civilization and Social Institutions	3.00
HSS	22	Civilization and Social Institutions	3.00
POL	11	Power and Politics	3.00
PSY	3	Introduction to Psychology	3.00
SOC	3	Introduction to Sociology	3.00

Communication, Visual and Performing Arts Core Requirement - Three credits from the following (a student must be in the Honors Program to take HAR 21 and HAR 22)

ART	61	Introduction to Visual Art	3.00
DNC	61	Dance Through Time	3.00
HAR	21	Art, Music, and Dance in Social Context	3.00
HAR	22	Art, Music, and Dance in Social Context	3.00
MUS	61	Music and Culture	3.00
THE	61	The Theatrical Vision	3.00

Science Core Requirement

BIO	22	Biology and Modern Technology	3.00
CHM	21	Chemistry and Modern Technology	3.00
PHY	20	The Physical Universe	4.00

Mathematics Core Requirement - Students must take MTH 11z & 12z (3 credits) Orientation Seminar Core Requirement

OS	1	The University: Discovery and Change	1.00
----	---	--------------------------------------	------

Liberal Arts and Science Foreign Language Core Curriculum Requirements

Must complete 6 credits in one of the foreign language disciplines listed below.

Foreign Language Core Spanish

SPA	11	Introductory Spanish I	3.00
SPA	12	Introductory Spanish II	3.00

Foreign Language Core French

FRE	11	Introductory French I	3.00
FRE	12	Introductory French II	3.00

Foreign Language Core Italian

ITL	11	Introductory Italian I	3.00
ITL	12	Introductory Italian II	3.00

Foreign Language Core Non-Equivalent Transfer

Foreign Language Core Honors Spanish - A student must be in the Honors Program to take the following

HLS	21	Honors Spanish	3.00
-----	----	----------------	------

HLS	22	Honors Spanish	3.00
-----	----	----------------	------

Foreign Language Core Honors French - A student must be in the Honors Program to take the following

HLF	21	Honors French	3.00
HLF	22	Honors French	3.00

Music Department Requirements

MUS	2	Music Fundamentals	3.00
MUS	3	Ear Trng/Musicianship I	3.00
MUS	4	Ear Trng/Musicianship II	3.00
MUS	107	Trad. Music History I	3.00
MUS	108	Trad. Music History II	3.00
MUS	109	Mthds Tchng Music Ele	3.00
MUS	110	Mthds Tchng Music Sec	3.00
MUS	131	Harmony & Counterpoint I	3.00
MUS	132	Harmony & Counterpoint II	3.00
MUS	133	Harmony & Counterpoint III	3.00
MUS	134	Harmony & Counterpoint IV	3.00
MUS	123J	Ensemble	1.00
MUS	125	University Chorus	2.00
MUS	115	Private Instruction I,P,T, V	1.00
MUS	116	Private Instruction I,P,T, V	1.00

(Students must be enrolled in MUS 123J or MUS 125 each semester, as the ensemble requirement)

(Students must be enrolled in MUS 115 or MUS 116 each semester, as the private instruction requirement)

Recommended Music Electives

MUS	127	Conducting	3.00
MUS	170	Jazz Clinics	1.00
MUS	175	Digital Audio I	3.00
MUS	176	Digital Audio II	3.00
MUS	180	Music Business	3.00

Education Requirements

TAL	201	Teaching: Imagine The Possibilities	3.00
TAL	301	Observing, Describing Children	3.00
TAL	350	The Developing Child	4.00
TAL	351	Language & Literacy I	3.00
TAL	352	Sociology & Education	3.00
TAL	406	Health Ed. For Teachers	1.00

TAL	467.1	Teaching Ele. Music Ed.	3.00
TAL	467.2	Teaching Sec. Music Ed	3.00
TAL	468	Teaching Seminar Music Ed.	2.00
ALCX	702	Child Abuse ID & Report**	0.00
ALCX	703	Violence Prevention**	0.00
ALCX	704	Fire, Substance, Abduction**	0.00
TAL	339	Teaching & Learning***	0.00

Core Curriculum Requirements: 32 core credits required for graduation.

Students may take private instruction with more than one instructor. Digital Audio (Media Arts) courses will satisfy the distribution requirement of 6 credits in one area of upper level courses. **State-Mandated Training: Students must also complete the **ALCX 702-704** non-credit workshops offered through the School of Continuing Studies or present proof of equivalent training elsewhere. ***Test Preparation: Students are encouraged to take **TAL 339** to help prepare for the Liberal Arts and Sciences Test (LAST) of the New York State Certification Test (NYCTCE), a prerequisite for student-teaching, during the Children, Language and Society Block.

B.A. in Applied Music

Bachelor of Arts Core Requirements

Skills/Proficiency Requirements

Completion of the skills/proficiency courses listed in the undergraduate bulletin depends solely on placement examination.

The Skills Proficiency Courses are:

DSM 01, DSM 09, ENG 13 or 13X, ENG 14 or 14X

DSM	01	Developmental Skills Mathematics 01	0.00
DSM	09	Developmental Skills Mathematics 09	0.00
ENG	13	English Composition	3.00
ENG	14	English Composition	3.00

Bachelor of Arts Core Curriculum

Requirements

English Composition Core Requirement -

Three credits from the following

ENG	16	English Composition	3.00
ENG	16X	English Composition for Nonnative Speakers	3.00

Core Seminar Requirement

COS	50	Idea Of The Human	3.00
-----	----	-------------------	------

Speech Core Requirement

SPE	3	Oral Communication	3.00
-----	---	--------------------	------

English Literature Core Requirement - Six credits from the following (a student must be in the Honors Program to take HEG 21 and HEG 22)

ENG	61	European Literatures I	3.00
ENG	62	European Literatures II	3.00
ENG	63	American Literatures	3.00
ENG	64	Non-Western Literatures	3.00
HEG	21	Literature of the Human Imagination	3.00
HEG	22	English Literature of the Human Imagination	3.00

Philosophy Core Requirement

PHI	61	Philosophical Explorations I	3.00
PHI	62	Philosophical Explorations II	3.00

History Core Requirement

HIS	1	History of Civilizations to 1500	3.00
HIS	2	History of Civilizations Since 1500	3.00

Social Science Core Requirement - Six credits from the following (a student must be in the Honors Program to take HSS 21 and HSS 22)

ANT	4	Physical Anthropology	3.00
ANT	5	Cultural Anthropology	3.00
ECO	1	Introduction to Economics	3.00
ECO	2	Introduction to Economics	3.00
HSS	21	Civilization and Social Institutions	3.00
HSS	22	Civilization and Social Institutions	3.00
POL	11	Power and Politics	3.00
PSY	3	Introduction to Psychology	3.00
SOC	3	Introduction to Sociology	3.00

Communication, Visual and Performing Arts Core Requirement - Three credits from the following (a student must be in the Honors Program to take HAR 21 or HAR 22)

ART	61	Introduction to Visual Art	3.00
DNC	61	Dance Through Time	3.00
HAR	21	Art, Music, and Dance in Social Context	3.00
HAR	22	Art, Music, and Dance in Social Context	3.00
MUS	61	Music and Culture	3.00

THE	61	The Theatrical Vision	3.00
-----	----	-----------------------	------

Science Core Requirements

BIO	22	Biology and Modern Technology	3.00
CHM	21	Chemistry and Modern Technology	3.00
PHY	20	The Physical Universe	4.00

Mathematics Core Requirement - One course from the following

MTH	15	Mathematical Tools and Their Use	4.00
-----	----	----------------------------------	------

MTH	16	Finite Mathematics	3.00
-----	----	--------------------	------

Orientation Seminar Core Requirement

OS	1	The University: Discovery and Change	1.00
----	---	--------------------------------------	------

Liberal Arts and Science Foreign Language Core Curriculum Requirements

Must complete 6 credits in one of the foreign language disciplines listed below.

Foreign Language Core Spanish

SPA	11	Introductory Spanish I	3.00
SPA	12	Introductory Spanish II	3.00

Foreign Language Core French

FRE	11	Introductory French I	3.00
FRE	12	Introductory French II	3.00

Foreign Language Core Italian

ITL	11	Introductory Italian I	3.00
ITL	12	Introductory Italian II	3.00

Foreign Language Core Honors Spanish - A student must be in the Honors Program to take the following

HLS	21	Honors Spanish	3.00
HLS	22	Honors Spanish	3.00

Foreign Language Core Honors French - A student must be in the Honors Program to take the following

HLF	21	Honors French	3.00
HLF	22	Honors French	3.00

Music Departmental Requirements

MUS	2	Music Fundamentals	3.00
MUS	3	Ear Trng/Musicianship I	3.00
MUS	4	Ear Trng/Musicianship II	3.00
MUS	107	Trad. Music History I	3.00
MUS	108	Trad. Music History II	3.00
MUS	131	Harmony & Counterpoint I	3.00
MUS	132	Harmony & Counterpoint II	3.00
MUS	133	Harmony & Counterpoint III	3.00

MUS	134	Harmony & Counterpoint IV	3.00
MUS	123J	Ensemble	1.00
MUS	125	University Chorus	2.00
MUS	115	Private Instruction I,P,T,V	1.00
MUS	116	Private Instruction I,P,T,V	1.00

(Students must be enrolled in MUS 123J or MUS 125 each semester, as the ensemble requirement)
(Students must be enrolled MUS 115 or MUS 116 each semester, as the private instruction requirement)

Recommended Music Electives

MUS	127	Conducting	3.00
MUS	170	Jazz Clinics	1.00
MUS	175	Digital Audio I	3.00
MUS	176	Digital Audio II	3.00
MUS	180	Music Business	3.00

THEATRE

Students interested in pursuing a concentration in theatre, must consult with the theatre program coordinator and department chair regarding class selection and graduation requirements.

Dance Courses

DNC 1 Introduction to Modern Dance 1

A studio survey course that offers the tools with which to participate in and appreciate dance, music in relation to dance, and the dance heritage that provides the essential materials for this course.

Students come to appreciate the body as an instrument capable of many forms of expression while they build strength, flexibility and control through the kinesthetic understanding of a basic movement vocabulary. (Same as PE 58.) May be taken twice for credit.

Credits: 3

Every Fall and Spring

DNC 2 Introduction to Modern Dance 2

A continuation of DNC 1, with an increased emphasis on technique. Three hours.

May be taken twice for credit.

Pre-requisite of DNC 1 is required.

Credits: 3

Every Spring

DNC 13 Beginning Aerobic Dance 1

An introduction to aerobic training in a comprehensive program of physical fitness using multi-impact and cross-training techniques to develop and improve cardiovascular fitness.

Personal journals are kept in which students record their progress and understanding of the health benefits of nutrition, flexibility, balance, strength and endurance. (Same as PE 13.) Prerequisite: Doctor's permission. May be taken twice for credit.

Credits: 3

Alternate Years

DNC 13A Step Aerobics

Aerobic conditioning for all levels using steps and music to develop and improve cardiovascular fitness. Students learn how to work safely and effectively while they learn the basics of nutrition, strength, flexibility and balance for overall better physical fitness and well-being. Personal journals are kept. (Same as PE 13A.) Prerequisite: Doctor's permission. May be taken twice for credit.

Credits: 3

Alternate Years

DNC 14 Beginning Aerobic Dance 2

A continuation of DNC 13. Three hours. (Same as PE 14.) May be taken twice for credit.

Pre-requisite of DNC 13/PE 13 is required.

Credits: 3

Alternate Years

DNC 14A Step Aerobics 2

A continuation of DNC 13A; aerobic conditioning for all levels using steps and music to develop and improve cardio-vascular fitness. Students learn how to work safely and effectively while they learn the basics of nutrition, strength, flexibility, and balance for overall better physical fitness and well-being. May be taken twice for credit.

The pre-requisite of DNC 13A is required.

Credits: 3

Alternate Years

DNC 61 Dance Through Time

A look at dance in its time and place, with an eye to simultaneous development of corresponding art forms, lifestyles and government involvement in the arts. A survey is offered of the many forms that dance encompasses through an understanding of style, content, and time and place of origin. Most lectures will be accompanied by slides or videotapes or both. Satisfies the core requirement for Richard L. Conolly Students.

Credits: 3

Every Fall and Spring

DNC 100 Freshman Seminar: Dance Literacy

The freshman seminar in dance introduces dance majors to an all-inclusive view of the world of dance, including exposure to the language and aesthetic principles of dance, a historical perspective with particular reference to the twentieth and twenty-first century, the language of the theater, and the various kinds of theaters in which dance is performed. The purpose of DNC 100 is to introduce primary materials with which to develop analytical skills of interpretation and inquiry. The course will include attendance at various dance performances and opportunities to meet professional dancers and choreographers. Two hours. Plus additional hours. Required of all dance majors.

The student must be a Dance major in order to register for the course.

Credits: 2

Every Fall

DNC 121 Improvisation

Students are introduced to the principles and practices of improvisation. Various structures will be presented to serve students in their exploration of physical, vocal and rhythmic expression. Tasks are presented using a variety of improvisational forms such as Laban/Bartenieff movement analysis, theatrical drills, musical interpretation, to name a few. The focus of the course is to guide the students' discovery of their individual movement language and to expand their movement vocabulary. They are challenged to find new ways of thinking about time, space, effort, and dynamic quality. This course requires individual as well as group problem solving. Emphasis is on the development of skills involving timing, nuances of energy, and the dancers' relationship to the surrounding space and to each other. Required of all dance majors. Three hours, plus lab.

The student must be a Dance major in order to register for the course.

Credits: 2

Every Spring

DNC 122 Choreography 1

While this course continues using improvisation, it emphasizes choreographic forms and structures

through studies in compositional theories. Borrowing from traditional musical structures and experimenting in contemporary explorations of space and time, students will create complex movement studies, in both abstract and linear forms, concentrating on the solo and small group. Studies include pre-classic and classic forms. Since all art forms are themselves forms of communication, students, through observation, trial and error, develop an understanding of choreographic communication through the exploration of text, music, voice, cinema, props, lighting and costume. Students speak and write about their own work as well as the work of their peers and established choreographers. Required of B.F.A. dance majors and optional for B.S. dance majors.

The pre-requisite of DNC 121 is required and the student must be a Dance major.

Credits: 2

Every Fall

DNC 131 Ballet. Level 3.1 (BFA first level)

This course presents the basic tenets and principles of ballet technique. There is strong emphasis on proper alignment of the body, dynamic timings, and a command of ballet terminology. Classes will include barre and center work, including port de bras, adagio, turns, petit allegro, and grand allegro. Combinations will become increasingly complex, and the correlation between barre and center work is consistently explored. Students demonstrate the following: ability to pick up patterns; understanding of most commonly used terminology; increasingly correct placement (bio-mechanically). Reading and video assignments include written requirements. This course completes the minimum requirement for students in the B.S. in Dance program.

Required of all B.F.A. dance majors. Seven and one-half hours. Requirements: Audition to begin the B.F.A. program. B.S. students must complete two years of ballet or demonstrate technical ability in a placement class to enter this level. Registration with permission of the chair of the Dance Department. May be taken twice for credit.

The pre-requisite of DNC 1082 is required and the student must be a Dance major in the BS program.

Credits: 3

Every Fall

DNC 132 Ballet. Level 3.2

DNC 132 is the continuation of DNC 131 with an increase in ballet vocabulary as well as an increase in the level of ballet technique. An exit exam must demonstrate correct placement (bio-mechanically), ability to pick up patterns, and an understanding of the most commonly used terminology. Visual and written assignments will be made. This course completes the minimum requirement for students in the B.S. in Dance program. Required of all B.F.A. dance majors. Seven and one-half hours. Registration with permission of the chair of the Dance Department. May be taken twice for credit.

The pre-requisite of DNC 131 is required and the

student must be a Dance major.

Credits: 3

Every Spring

DNC 133 Ballet. Level 4.1

Students will be required to demonstrate strong evidence of good alignment, musicality, and increased verbal and movement vocabulary.

Continuation of DNC 132. Required of all B.F.A. dance majors. Seven and one-half-hours.

Registration with permission of the chair of the Dance Department. May be taken twice for credit.

The pre-requisite of DNC 132 is required and the student must be a Dance major.

Credits: 3

Every Fall

DNC 134 Ballet. Level 4.2

Continuation of DNC 133 with increasingly difficult barre and center work. An exit exam must demonstrate correct placement (bio-mechanically), ability to pick up patterns, and an understanding of the most commonly used terminology. Required of all B.F.A. dance majors. Seven and one-half-hours. Registration with permission of the chair of the Dance Department.

May be taken twice for credit.

The pre-requisite of DNC 133 is required and the student must be a Dance major.

Credits: 3

Every Spring

DNC 141M Modern Technique: Level 3.1A (BFA first level)

This course represents the first semester in the freshman classic modern techniques series. This is part of a series of courses designed to teach the fundamentals of classic 20th century modern dance techniques with choices from Graham, Limon, Cunningham, Horton. One modern technique will be taught in Dance 141M-142M (Freshman-Fall, Spring); one technique will be taught in 143M-144M (Sophomore-Fall, Spring). While each technique will dictate its own focus, all will include performance elements and style, phrasing, dynamics and musicality relating to the technique. Students will be expected to attain competency in the form at the end of the year by demonstrating an understanding of the movement language and aesthetic, by the ability to pick up patterns, transitions, biomechanical placement, and kinesthetic awareness. Both written and visual materials will augment instruction and there will be a writing component in each course.

Requirements: Audition to begin the B.F.A. program. Required of all B.F.A. dance majors. B.S. students must complete two years of modern techniques or demonstrate technical ability in a placement class to enter this level. Registration with permission of the chair of the Dance Department. Four and one-half hours. May be taken twice for credit.

The pre-requisite of DNC 1061 is required and the student must be a Dance major in the BS program.

Credits: 3

Every Fall

DNC 142M Modern Technique: Level 3.2A

DNC 142M is the continuation of DNC 141M with an increase in the level of the technique being studied. Visual and written assignments are made.

This is a part of a series of courses designed to teach the fundamentals of classic 20th century modern dance techniques with choices from Graham, Limon, Cunningham, Horton. One modern technique will be taught in DNC 141M-142M (Freshman-Fall, Spring); one technique will be taught in 143M-144M (Sophomore-Fall, Spring). While each technique will dictate its own focus, all will include performance elements and style, phrasing, dynamics and musicality relating to the technique. Students will be expected to attain competency in the form at the end of the year by demonstrating an understanding of the movement language and aesthetic, by the ability to pick up patterns, transitions, biomechanical placement, and kinesthetic awareness. An exit exam must demonstrate correct placement (bio-mechanically), ability to pick up patterns, and an understanding of the most commonly used terminology. Both written and visual materials will augment instruction and there will be a writing component in each course.

Four and one-half hours. Prerequisite: DNC 141M. Required of all B.F.A. dance majors. Registration with permission of the chair of the Dance Department. May be taken twice for credit. *The pre-requisite of DNC 141M is required and the student must be a Dance major.*

Credits: 3

Every Spring

DNC 143M Modern Technique: Level 4.1A

This course represents the first semester in the sophomore classic modern techniques series. This is a part of a series of courses designed to teach the fundamentals of classic 20th century modern dance techniques with choices from Graham, Limon, Cunningham, Horton. One modern technique will be taught in DNC 141M-142M (Freshman-Fall, Spring); one technique will be taught in 143M-144M (Sophomore-Fall, Spring). While each technique will dictate its own focus, all will include performance elements and style, phrasing, dynamics and musicality relating to the technique. Students will be expected to attain competency in the form at the end of the year by demonstrating an understanding of the movement language and aesthetic, by the ability to pick up patterns, transitions, bio-mechanical placement, and kinesthetic awareness. Both written and visual materials will augment instruction and there will be a writing component in each course. Four and one-half hours. Required of all B.F.A. dance majors. Registration with permission of the chair of the Dance Department. May be taken twice for credit. *The pre-requisite of DNC 142M is required and the student must be a Dance major.*

Credits: 3

Every Fall

DNC 144M Modern Technique Level 4.2A

DNC 144M is a continuation of DNC 143M with an increase in the level of the technique being studied. Visual and written assignments are made.

This is a part of a series of courses designed to teach the fundamentals of classic 20th century modern dance techniques with choices from Graham, Limon, Cunningham, Horton. One modern technique will be taught in DNC 141M-142M (Freshman-Fall, Spring); one technique will be taught in 143M-144M (Sophomore-Fall, Spring). While each technique will dictate its own focus, all will include performance elements and style, phrasing, dynamics and musicality relating to the technique. Students will be expected to attain competency in the form at the end of the year by demonstrating an understanding of the movement language and aesthetic, by the ability to pick up patterns, transitions, biomechanical placement, and kinesthetic awareness. An exit exam must demonstrate correct placement (bio-mechanically), ability to pick up patterns, and an understanding of the most commonly used terminology. Both written and visual materials will augment instruction and there will be a writing component in each course. Four and one-half hours. Required of all B.F.A. dance majors. Registration with permission of the chair of the Dance Department. May be taken twice for credit.

The pre-requisite of DNC 143M is required and the student must be a Dance major.

Credits: 3

Every Spring

DNC 145 Modern Technique Level 3.1B

This course represents the first semester in the freshman postmodern technique series. This course is designed to teach the fundamentals of various modern forms and styles. In non-traditional modern dance, there are many individual variations in technique, many of which fuse different forms of dance, including syntheses of old and new, modern and ballet as well as world dance forms. One modern technique will be taught in DNC 145-146 (Freshmen-Fall, Spring); another modern technique will be taught in 147-148 (Sophomores-Fall, Spring). While each technique will dictate its own focus, all will include performance elements and style, phrasing, dynamics and musicality relating to the technique. Students will be expected to attain competency in the form at the end of the year by demonstrating an understanding of the movement language and aesthetic, by the ability to pick up patterns, transitions, biomechanical placement, and kinesthetic awareness. Both written and visual materials will augment instruction and there will be a writing component in each course. Three hours. Required of all B.F.A. dance majors. Registration with permission of the Chair of the Dance Department. May be taken twice for credit. *The co-requisite of Dance 141M or the pre-requisite of DNC 1061 is required and the student*

must be a Dance major.

Credits: 2

Every Fall

DNC 146 Modern Technique Level 3.2B

DNC 146 is the continuation of Dance 145 with an increase in the level of the technique being studied. Visual and written assignments are made. This course is designed to teach the fundamentals of various modern forms and styles. In non-traditional modern dance, there are many individual variations in technique, many of which fuse different forms of dance, including syntheses of old and new, modern and ballet as well as world dance forms. One modern technique will be taught in DNC 145-146 (Freshmen-Fall, Spring); another modern technique will be taught in 147-148 (Sophomores-Fall, Spring). While each technique will dictate its own focus, all will include performance elements and style, phrasing, dynamics and musicality relating to the technique. Students will be expected to attain competency in the form at the end of the year by demonstrating an understanding of the movement language and aesthetic, by the ability to pick up patterns, transitions, biomechanical placement, and kinesthetic awareness. An exit exam must demonstrate correct placement (bio-mechanically), ability to pick up patterns, and an understanding of the most commonly used terminology. Both written and visual materials will augment instruction and there will be a writing component in each course. Three hours. Required of all B.F.A. dance majors. Registration with permission of the chair of the Dance Department. May be taken twice for credit. *The pre-requisite of DNC 145 is required or the co-requisite of DNC 142M and the student must be a Dance major.*

Credits: 2

Every Semester

DNC 147 Modern Technique Level 4.1B

This course represents the first semester in the sophomore modern technique series. This course is designed to teach the fundamentals of various modern forms and styles. In non-traditional modern dance, there are many individual variations in technique, many of which fuse different forms of dance, including syntheses of old and new, modern and ballet as well as world dance forms. One modern technique will be taught in DNC 145-146 (Freshmen-Fall, Spring); another modern technique will be taught in 147-148 (Sophomores-Fall, Spring). While each technique will dictate its own focus, all will include performance elements and style, phrasing, dynamics and musicality relating to the technique. Students will be expected to attain competency in the form at the end of the year by demonstrating an understanding of the movement language and aesthetic, by the ability to pick up patterns, transitions, biomechanical placement, and kinesthetic awareness. Both written and visual materials will augment instruction and there will be a writing component in each course. Three hours.

Required for all B.F.A. dance majors. Registration with permission of the chair of the Dance Department. May be taken twice for credit. *The co-requisite of Dance 143M is required and the student must be a Dance major.*

Credits: 2

Every Fall

DNC 148 Modern Technique Level 4.2B

Dance 148 is the continuation of Dance 147 with an increase in the level of the technique being studied. Visual and written assignments are made. This course is designed to teach the fundamentals of various modern forms and styles. In non-traditional modern dance, there are many individual variations in technique, many of which fuse different forms of dance, including syntheses of old and new, modern and ballet as well as world dance forms. One modern technique will be taught in Dance 145-146 (Freshmen-Fall, Spring); another modern technique will be taught in 147-148 (Sophomores-Fall, Spring). While each technique will dictate its own focus, all will include performance elements and style, phrasing, dynamics and musicality relating to the technique. Students will be expected to attain competency in the form at the end of the year by demonstrating an understanding of the movement language and aesthetic, by the ability to pick up patterns, transitions, biomechanical placement, and kinesthetic awareness. An exit exam must demonstrate correct placement (bio-mechanically), ability to pick up patterns, and an understanding of the most commonly used terminology. Both written and visual materials will augment instruction and there will be a writing component in each course. Three hours. Required of all B.F.A. dance majors. Registration with permission of the chair of the Dance Department. *The co-requisite of Dance 144 is required.*

Credits: 2

Every Spring

DNC 151 Dance Wellness 1.1

The dance wellness program is designed to help dancers know their strengths and weaknesses in an effort to keep them healthy and dancing longer than prior expectations. After undergoing dance profile testing, students will be tutored in exercises and body therapy techniques that best address their individual needs. Students will also learn basic anatomy, kinesiology, and nutrition. Two hours plus three individual meetings with the instructor of the course of the semester. Co-requisite: DNC 103, 131, or 141. Required of all dance majors. Registration with permission of the chair of the Dance Department. May be taken twice for credit. *The co-requisite of DNC 1031, DNC 131 or 141M is required and the student must be a Dance major.*

Credits: 1

Every Fall

DNC 152 Dance Wellness 1.2

During the spring semester, dance wellness takes

the form of a specific body training or therapy geared to the dancer. Among the forms employed are Pilates mat work, Hatha yoga, and Feldenkrais. Students will have an opportunity for individual meetings with the instructor. Two hours. Required of all dance majors. Registration with permission of the chair of the Dance Department. May be taken twice for credit.

The co-requisite of DNC 132 or 142M is required.

The pre-requisite of DNC 151 is required and the student must be a Dance major.

Credits: 1

Every Spring

DNC 153 Dance Wellness Level 2.1

A continuation of DNC 151. Two hours plus three individual meetings with the instructor throughout the semester. Required of all dance majors. Registration with permission of the chair of the Dance Department. May be taken twice for credit. *The pre-requisite of DNC 152 is required and the student must be a Dance major.*

Credits: 1

Every Fall

DNC 154 Dance Wellness Level 2.2

A continuation of DNC 152. Two hours plus three individual meetings with the professor throughout the semester. Required of all dance majors. Registration with permission of the chair of the Dance Department. May be taken twice for credit. *The pre-requisite of DNC 153 is required and the student must be a Dance major.*

Credits: 1

Every Spring

DNC 160 Music for Dance

Dance 160 is a comprehensive exploration of music focusing on the analysis and appreciation of music in relation to movement and performance. Studies will include development of a music vocabulary, identification of music structures, understanding the use of dynamics, quality and tempo, and the recognition of rhythmic components in music including the use of meter, subdivision and time and counting techniques. Also included is the study of significant examples of historic through contemporary western and non-western music for choreography. Such material support the dancer's musicality as a performer and give the choreographer a broad musical background to inform creative choices. Three hours. Formerly DNC 115.1 and DNC 220. Required of all dance majors. May be taken twice for credit.

The co-requisite of Dance 103.1 or 131 is required and the student must be a Dance major.

Credits: 3

Every Spring

DNC 170 Introduction to Design and Production for Dance

This class will examine the major components of lighting and stage design and compare them to the elements of choreography. Ultimately students will come away with an understanding of how much

dances can be enhanced by lighting design and have acquired a vocabulary to communicate with designers. This class also provides an overview of many of the elements of theatre production jobs and their responsibilities. The class will provide an introduction to costume and scenic design, a comprehensive workshop in hair and makeup for the state and a relatively in-depth investigation of lighting design. Two hours. (Formerly DNC 129 and DNC 130.) Required of all dance majors. May be taken twice for credit.

The student must be a Dance major in order to register for the course.

Credits: 2

Every Fall

DNC 205 Dance History

The study of dance as a cultural form and its development as a performing art from medieval times until of the nineteenth century. Western and non-Western forms are studied and researched to facilitate a global understanding of the foundations of dance as an art form. Three hours. (Same as PE 168.) Required of all B.F.A. majors. DNC 205 is a Writing Across the Curriculum Course

The pre-requisite of DNC 100 is required and the student must be a Dance major.

Credits: 3

Alternate Fall

DNC 206 Contemporary Dance History and Criticism

A study of the development of dance and dance criticism in the twentieth century, including the birth of modern dance and the development of ballet in America. The influences of ethnic dance on concert dance. Students develop critical skills of observation. Three hours. Required of all dance majors. DNC 206 is a Writing Across the Curriculum course.

The pre-requisite of DNC 100 is required and the student must be a Dance major.

Credits: 3

Alternate Spring

DNC 210 Kinesiology for Dancers

An in-depth analysis of the human musculoskeletal system to provide an understanding of movement to augment training. Areas of exploration include, but not limited to, the following: functional anatomical review of the musculoskeletal system, physiological review of the muscle morphology, kinesiological examination of movement patterns and configurations common in dance movement vocabulary, biomechanical examination of musculoskeletal system response to stress and injury, and psychokinetic evaluation of movement training and conditioning. Three hours. Required of all dance majors.

The pre-requisite of BIO 131 is required and the student must be a Dance major.

Credits: 3

Alternate Fall

DNC 211 Body Conditioning: Pilates Mat

The purpose of this course is to develop in the student an awareness of the body through healthy and safe methods of working out. Developing strength, balance, flexibility and alignment as well as improved body tone is an intrinsic goal.

Techniques and tools may vary. Two hours. May be taken twice of credit.

Credits: 1

Every Fall and Spring

DNC 212 Cross Training for Wellness

This course is designed for students to explore body movements employing multiple disciplines (pilates, yoga, weight training, etc.). Creating a workout that challenges one's body in strength, flexibility, stability and endurance. Enhancing these aspects of bodywork, the students will create and support a healthier physical and mental well-being.

Credits: 3

On Occasion

DNC 215A Dance Ensemble 1

This class has a dual focus. It will nurture the qualities of performance, focus, intent, space and time, while supporting students tracking in both performance and choreography. Students will develop the creative aspects of performance for the dancer. The students will begin to develop tools that will help them become artistic "interpreters" of the movement and context given them. All students will learn some basic acting, sensory and kinesthetic awareness exercises to help facilitate their performance qualities and learn how to work as an ensemble in preparation for the Winter Dance Concert. Students will also learn how to speak constructively and respectfully about their own and each others choreographic work.

Prerequisite: Sophomore Dance sequence.

The co-requisite of DNC 122 is required and the student must be a Dance major.

Credits: 1

Every Fall

DNC 215B Dance Ensemble 2

This class is a continuation of DNC 215A. It will nurture the qualities of performance, focus, intent, space and time, while supporting the new choreographic students works for the Rising Artist Workshop series. This class also encourages the creative aspects of performance for the dancer. The students tracking in performance will begin to develop tools that will help them become artistic "interpreters" of the movement and context given them. While students tracking in choreography will also learn these tools they will also begin to utilize some of the simple choreographic principles of canon, theme and variation, motifs and space/time relationships to encourage their growth as "creators". All students will learn some basic acting, sensory and kinesthetic awareness exercises to help facilitate their performance and choreographic qualities in preparation for the Spring Dance Concert. Students will also learn

how to speak constructively and respectfully about their own and each others choreographic work.

The pre-requisite of DNC 215A is required and the student must be a Dance major.

Credits: 1

Every Spring

DNC 217 World Dance: Capoeira

Capoeira is a distinctly African-Brazilian martial art which blends expressive movements with powerful applications. Its distinct movement patterns and acrobatic techniques blend into dance forms including contact improvisation, break dancing, and freestyle Hip-Hop. The history and development of capoeira will be included in lectures and readings. Guest artists will, on occasion, demonstrate the full range of this martial art/art form. May be taken twice for credit. Three hours.

Credits: 2

On Occasion

DNC 219 World Dance: Latin/Spanish Dance

A study of the various forms and styles of the dances of Latin America and Spain. Students will practice the dances and the unique rhythms of these various countries and learn about their place and purpose in the Latin American/Spanish cultures from which they emerge. Each semester, a specific culture is explored for its dance and music practices, including but not limited to Cuba, Puerto Rico, and Spain. Practical course work is supplemented with required readings, videos and attendance at a live performance. Three hours. May be taken twice for credit.

Credits: 2

On Occasion

DNC 221 Choreography 2

The development of longer movement phases with increasingly more complex spatial design and plot development. Experiments in multimedia work. Advanced theories of composition are studied and applied to a finished work to be shown in a public performance. Three hours.

The pre-requisite of DNC 122 is required and the student must be a Dance major.

Credits: 2

Every Spring

DNC 231 Ballet. Level 5.1

This is the first semester of the junior level ballet technique class. DNC 231 is the continuation of DNC 134 with an increase in ballet vocabulary as well as an increase in the level of ballet technique. As requirements of this course, students are expected to demonstrate a sense of theater direction, movement dynamics, performance qualities, texture of ballet movement. Four and one-half hours. Required of all B.F.A. dance majors. Registration with permission of the chair of the Dance Department. May be taken twice for credit.

The pre-requisite of DNC 134 is required and the student must be a Dance major.

Credits: 2

Every Fall

DNC 232 Ballet Level 5.2

DNC 232 is the continuation of DNC 231 with an increase in ballet vocabulary as well as an increase in the level of ballet technique. As requirements of this course, students are expected to demonstrate a sense of theater direction, movement dynamics, performance qualities, texture of ballet movement. An exit exam must demonstrate correct placement (bio-mechanically), ability to pick up patterns, and an understanding of the most commonly used terminology. Four and one-half hours. Required of all B.F.A. dance majors. Registration with permission of the chair of the Dance Department. May be taken twice for credit.

The pre-requisite of DNC 231 is required and the student must be a Dance major.

Credits: 2

Every Spring

DNC 233 Ballet Level 6.1

This is the first semester of the senior level ballet technique class. DNC 233 is the continuation of DNC 232 with an increase in ballet vocabulary as well as an increase in the level of ballet technique. As requirements of this course, students are expected to demonstrate a sense of theater direction, movement dynamics, performance qualities, texture of ballet movement. Four and one-half hours. Required of all B.F.A. dance majors. Registration with permission of the chair of the Dance Department. May be taken twice for credit.

The pre-requisite of DNC 232 is required and the student must be a Dance major.

Credits: 2

Every Fall

DNC 234 Ballet Level 6.2

DNC 234 is the continuation of DNC 233 with an increase in ballet vocabulary as well as an increase in the level of ballet technique. As requirements of this course, students are expected to demonstrate a sense of theater direction, movement dynamics, performance qualities, texture of ballet movement. Four and one-half hours. Required of all B.F.A. dance majors. Registration with permission of the chair of the Dance Department. May be taken twice for credit.

The pre-requisite of DNC 233 is required and the student must be a Dance major.

Credits: 2

Every Spring

DNC 241M Modern Technique Level 5.1A

This is the first semester of the junior level modern technique class. In this series of courses, students must demonstrate the ability to work with increasingly complex movement and rhythmic patterns; they must make movement phrases incorporating class vocabulary and must peer-teach those phrases. Each year (DNC 241M-242M/Junior and 243M-244M/Senior) will be represented by one dance technique. Each

technique will have an individual emphasis, and each will articulate those elements of performance and style, phrasing, dynamics, and musicality which most clearly define it. Students will be expected to attain competency in the form at the end of the year by demonstrating an understanding of the movement language and aesthetic, by the ability to pick up patterns, transitions, biomechanical placement, and kinesthetic awareness. Both written and visual materials will augment instruction and there will be a writing component in each course. Four and one-half hours. Required of B.F.A. dance majors. Registration with permission of the chair of the Dance Department.

May be taken twice for credit.

The pre-requisite of DNC 144M is required is required and the student must be a Dance major.

Credits: 3

Every Fall

DNC 242M Modern Technique Level 5.2A

A continuation of DNC 241M, with increasing technical and performance challenges. Students will be required to teach a class. In this series of courses, students must demonstrate the ability to work with increasingly complex movement and rhythmic patterns; they must make movement phrases incorporating class vocabulary and must peer-teach those phrases. Each year (DNC 241M-242M/Junior and 243M-244M/Senior) will be represented by one dance technique. Each technique will have an individual emphasis, and each will articulate those elements of performance and style, phrasing, dynamics, and musicality which most clearly define it. Students will be expected to attain competency in the form at the end of the year by demonstrating an understanding of the movement language and aesthetic, by the ability to pick up patterns, transitions, biomechanical placement, and kinesthetic awareness. An exit exam must demonstrate correct placement (bio-mechanically), ability to pick up patterns, and an understanding of the most commonly used terminology. Both written and visual materials will augment instruction and there will be a writing component in each course. Four and one-half hours. Required of all B.F.A. dance majors.

Registration with permission of the chair of the Dance Department. May be taken twice for credit.

The pre-requisite of DNC 241M is required and the student must be a Dance major.

Credits: 3

Every Spring

DNC 243M Modern Technique Level 6.1A

This is the first semester of the senior-level modern technique class. In this series of courses, students must demonstrate the ability to work with increasingly complex movement and rhythmic patterns; they must make movement phrases incorporating class vocabulary and must peer-teach those phrases. Each year (DNC 241M-242M/Junior and 243M-244M/Senior) will be represented by one dance technique. Each technique will have an

individual emphasis, and each will articulate those elements of performance and style, phrasing, dynamics, and musicality which most clearly define it. Students will be expected to attain competency in the form at the end of the year by demonstrating an understanding of the movement language and aesthetic, by the ability to pick up patterns, transitions, biomechanical placement, and kinesthetic awareness. Both written and visual materials will augment instruction and there will be a writing component in each course. Four and one-half hours. Required of all B.F.A. dance majors. Registration with permission of the chair of the Dance Department. May be taken twice for credit.

The pre-requisite of DNC 242M is required and the student must be a Dance major.

Credits: 3

Every Fall

DNC 244M Modern Technique Level 6.2A

A continuation of DNC 243M. In this series of courses, students must demonstrate the ability to work with increasingly complex movement and rhythmic patterns; they must make movement phrases incorporating class vocabulary and must peer-teach those phrases. Each year (DNC 241M-242M/Junior and 243M-244M/Senior) will be represented by one dance technique. Each technique will have an individual emphasis, and each will articulate those elements of performance and style, phrasing, dynamics, and musicality which most clearly define it. Students will be expected to attain competency in the form at the end of the year by demonstrating an understanding of the movement language and aesthetic, by the ability to pick up patterns, transitions, biomechanical placement, and kinesthetic awareness. Both written and visual materials will augment instruction and there will be a writing component in each course. Four and one-half hours. Required of all B.F.A. dance majors. Registration with permission of the chair of the Dance Department. May be taken twice for credit.

The pre-requisite of DNC 243M is required and the student must be a Dance major.

Credits: 3

Every Spring

DNC 245 Modern Technique Repertory Level 5.1B

This is the first semester of the junior level technique/repertory class. This junior and senior year series is a combination of technique and repertory in which guest artists will teach the groundwork for their techniques each semester and will set a work on the students to be performed in concert. In this intense experience, students will be expected to adapt to and perform the technique and style under study, capped by a public performance of the work. Four and one-half hours (plus lab). Required for all B.F.A. dance majors. Registration with permission of the chair of the Dance Department. May be taken twice for credit.

The pre-requisites of DNC 148 or the co-requisite

of DNC 241M is required and the student must be a Dance major.

Credits: 3

Every Fall

DNC 246 Modern Technique/Repertory Level 5.2B

This is the second semester of the junior level technique/repertory class. This junior and senior year series is a combination of technique and repertory in which guest artists will teach the groundwork for their techniques each semester and will set a work on the students to be performed in concert. In this intense experience, students will be expected to adapt to and perform the technique and style under study, capped by a public performance of the work. Four and one-half hours (plus lab). Required for all B.F.A. dance majors. Registration with permission of the chair of the Dance Department. May be taken twice for credit. *The pre-requisite of DNC 245 is required and the student must be a Dance major.*

Credits: 3

Every Spring

DNC 247 Modern Technique/Repertory Level 6.1B

This is the first semester of the senior level technique/repertory class. This senior year series is a combination of technique and repertory in which guest artists will teach the groundwork for their techniques each semester and will set a work on the students to be performed in concert. In this intense experience, students will be expected to adapt to and perform the technique and style under study, capped by a public performance of the work. Four and one-half hours (plus lab). Required for all B.F.A. dance majors. Registration with permission of the chair of the Dance Department. May be taken twice for credit.

The pre-requisite of DNC 246 is required and the student must be a Dance major.

Credits: 3

Every Fall

DNC 248 Modern Technique/Repertory Level 6.2B

This is the second semester of the senior level technique/repertory class. This senior year series is a combination of technique and repertory in which guest artists will teach the groundwork for their techniques each semester and will set a work on the students to be performed in concert. In this intense experience, students will be expected to adapt to and perform the technique and style under study, capped by a public performance of the work. Four and one-half hours (plus lab). Required for all B.F.A. dance majors. Registration with permission of the chair of the Dance Department. May be taken twice for credit.

The pre-requisite of DCN 247 is required and the student must be a Dance major.

Credits: 3

Every Spring

DNC 251 Dance Wellness. Level 3.1

This is the first semester of the junior level Dance Wellness. During the upperclassmen years dance wellness takes the form of a specific body training or therapy geared to the dancer. Among the forms employed are Iyengar or Hatha yoga, Alexander or Feldenkrais. Students will have an opportunity for individual meetings with the instructor. Two hours. Prerequisite: DNC 154, Co-requisite: DNC 231 or DNC 241M. Required of all dance majors.

Registration with permission of the chair of the Dance Department. May be taken twice for credit. *The pre-requisite of DNC 154 is required and the student must be a Dance major.*

Credits: 1

Every Fall

DNC 252 Dance Wellness Level 3.2

This is the second semester of the junior level Dance Wellness. During the upperclassmen years dance wellness takes the form of a specific body training or therapy geared to the dancer. Among the forms employed are Iyengar or Hatha yoga, Alexander or Feldenkrais. Students will have an opportunity for individual meetings with the instructor. Two hours. Co-requisite: DNC 232 or DNC 242M. Required of all dance majors.

Registration with permission of the chair of the Dance Department. May be taken twice for credit. *The pre-requisite of DNC 251 is required and the student must be a Dance major.*

Credits: 1

Every Spring

DNC 253 Dance Wellness Level 4.1

This is the first semester of the senior level Dance Wellness. During the upperclassmen years dance wellness takes the form of a specific body training or therapy geared to the dancer. Among the forms employed are Iyengar or Hatha yoga, Alexander or Feldenkrais. Students will have an opportunity for individual meetings with the instructor. Two hours. Co-requisite: DNC 233 or DNC 243M. Required of all dance majors. Registration with permission of the chair of the Dance Department. May be taken twice for credit.

The pre-requisite of DNC 252 is required and the student must be a Dance major.

Credits: 1

Every Fall

DNC 254 Dance Wellness Level 4.2

This is the second semester of the senior level Dance Wellness. During the upperclassmen years dance wellness takes the form of a specific body training or therapy geared to the dancer. Among the forms employed are Iyengar or Hatha yoga, Alexander or Feldenkrais. Students will have an opportunity for individual meetings with the instructor. Two hours. Prerequisite: DNC 154, Co-requisite: DNC 234 or DNC 244M. Required of all dance majors. Registration with permission of the chair of the Dance Department. May be taken twice for credit.

The pre-requisite of DNC 253 is required and the student must be a Dance major.

Credits: 1

Every Spring

DNC 301 Senior Choreography Project

For each of the senior semesters, students tracking in choreography may enroll in Dance 301 and 302. The main objective is for the student to engage in all the elements of the creative process while maintaining an objective approach to the practical needs of staging a dance work. These classes will be devoted to individual student choreography as it pertains to the creation of an original work. The student will make weekly presentations of the work in progress, discuss and implement process, and develop a budget for costuming, props, music.

2 credits: development of a 5-7 minute work per semester; 3 credits: development of a 8-15 minute work per semester; 2 hour class (lecture); 4 + hours rehearsals (2 credits) (lab) 6+ hours rehearsals (lab). *The pre-requisite of DNC 221 is required and the student must be a Dance major.*

Credits: 2 to 3

On Demand

DNC 302 Senior Choreography Project

For each of the senior semesters, students tracking in choreography may enroll in Dance 301 and 302. The main objective is for the student to engage in all the elements of the creative process while maintaining an objective approach to the practical needs of staging a dance work. These classes will be devoted to individual student choreography as it pertains to the creation of an original work. The student will make weekly presentations of the work in progress, discuss and implement process, and develop a budget for costuming, props, music.

2 credits: development of a 5-7 minute work per semester; 3 credits: development of a 8-15 minute work per semester; 2 hour class (lecture); 4 + hours rehearsals (2 credits) (lab) 6+ hours rehearsals (3 credits) (lab).

The pre-requisite of DNC 301 is required and the student must be a Dance major.

Credits: 2 to 3

On Demand

DNC 303 Senior Performance Project

For each of the senior semesters, students tracking in performance may enroll in DNC 303 and 304. These classes will be devoted to the development of dance technique, presentation, and kinesthetic awareness, a necessary skill for ensemble work. Students will learn to collaborate on the development of their individual movement, costumes, and props with their respective choreographers and further will be required to listen to the choreographer's intent while recording their observations of the choreography. The training includes preparation of the dancer to become a collaborator in the process of development and performance, the creation of intent and/or atmosphere. 2 credits: participation

in the development and performance of one student work; 3 credits: participation in the development and performance of two student works; 2 hours class (lecture); 4 + hours rehearsals (2 credits) (lab) 6 + hours rehearsals (3 credits) (lab). *The pre-requisite of DNC 215B is required and the student must be a Dance major.*

Credits: 2 to 3

On Demand

DNC 304 Senior Performance Project

For each of the senior semesters, students tracking in performance may enroll in Dance 303 and 304. These classes will be devoted to the development of dance technique, presentation, and kinesthetic awareness, a necessary skill for ensemble work. Students will learn to collaborate on the development of their individual movement, costumes, and props with their respective choreographers and further will be required to listen to the choreographer's intent while recording their observations of the choreography. The training includes preparation of the dancer to become a collaborator in the process of development and performance, the creation of intent and/or atmosphere. 2 credits: participation in the development and performance of one student work; 3 credits: participation in the development and performance of two student works; 2 hours class (lecture); 4 + hours rehearsals (2 credits) (lab) 6 + hours rehearsals (3 credits) (lab). *The pre-requisite of DNC 303 is required and the student must be a Dance major.*

Credits: 2 to 3

On Demand

DNC 305 Practical Preparation for the Dancer

This course prepares dance students to enter the professional dance world equipped to represent themselves with well organized resumes that are specific to the job; a portfolio, including head-shots, performance photographs, reviews and notices; audition experience; networking capabilities. Three hours.

The pre-requisite of DNC 122 is required and the student must be a Dance major.

Credits: 2

Alternate Spring

DNC 308 Partnering

The skills required for partnering, including certain laws of physics, form the underlying objectives of this course. Students will learn to lift each other, transfer and support weight, develop a sense of trust and a sense of responsibility when working with one or more partners. Three hours. Registration with permission of the chair of the Dance Department. May be taken four times for credit.

Credits: 3

On Occasion

DNC 309 Men's Ballet

This course will address the special techniques and responsibilities of the male dancer. There are

specific technical ballet skills that are traditionally used by men only but women who may be interested in performing en travesti may enroll in this course. Three hours. Co-Requisite DNC 108.1, DNC 108.2, DNC 131, DNC 132, DNC 133, DNC 134, DNC 231, DNC 232, DNC 233, or DNC 234. May be taken eight times for credit.

Credits: 2

Every Fall and Spring

DNC 1031 Modern Technique Level 1.1 (B.S. first level)

The study of modern dance techniques meant to develop technical strength, musicality and clarity along with the knowledge of the movement theories that gave rise to these techniques. The techniques offered are those developed during the modern and postmodern periods during the twentieth and twenty first century. Techniques will vary from year to year. There will be regular attendance at concerts, videos and writing assignments. Four and one-half hours.

Requirements: One year of modern or ballet. May be taken twice for credit.

The student must be a Dance major in order to register for the course.

Credits: 3

Every Fall and Spring

DNC 1041 Modern Technique Level 1.2

A continuation of DNC 103.1 that provides increased challenges in modern techniques, with greater emphasis on phrasing and musical acuity. Students will begin to understand contemporary dance theories through critical analysis of live concerts and videos. An exit exam must demonstrate correct placement (bio-mechanically), ability to pick up patterns, and an understanding of the most commonly used terminology. Four and one-half hours. May be taken twice for credit.

The pre-requisite of DNC 103.1 is required and the student must be a Dance major.

Credits: 3

Every Spring

DNC 1051 Modern Technique Level 2.1

A study of dance technique and theory on an intermediate level, supported by a comprehensive study of mid- to late-twentieth century and twenty first century developments in dance. Students are required to expand their technical strength and vocabulary, and to recognize the various dance styles and forms in the field of contemporary dance. Concert attendance, videos and critical writing are included. May be taken a second semester for credit. Four and one-half hours. Prerequisites: DNC 104.1 and DNC 107.1.

The pre-requisite of DNC 1041 is required and the student must be a Dance major.

Credits: 3

Every Fall

DNC 1061 Modern Technique Level 2.2

A continuation of DNC 105.1, adding the elements of performance values and styles. The across-the-

floor and center combinations are culled from the instructor's choreographic repertory, employing the techniques in practical applications. Student will demonstrate ability to respond to universal modern dance language (e.g., contraction/release; fall/recovery; axial and spiral; parallel and turnout). Concert attendance, videos and critical writing are included. An exit exam must demonstrate correct placement (bio-mechanically), ability to pick up patterns, and an understanding of the most commonly used terminology. Four and one-half hours. May be taken twice for credit.

The pre-requisite of DNC 1051 is required and the student must be a Dance major.

Credits: 3

Every Spring

DNC 1071 Beginning Ballet Level 1.1

An introduction to classical ballet, including barre, simple center work and appreciation of this art form through attendance of live performances and videos. Basic ballet vocabulary is studied. Four and one-half hours. May be taken twice for credit.

Credits: 3

On Occasion

DNC 1072 Beginning Ballet Level 1.2

An introduction to classical ballet, including barre, simple center work and appreciation of this art form through attendance of live performances and videos. Basic ballet vocabulary is studied. Four and one-half hours. May be taken twice for credit.

The pre-requisite of DNC 1071 is required.

Credits: 3

On Occasion

DNC 1081 Beginning Ballet Level 2.1 (B.S. first level)

Demonstrate understanding of basic ballet terminology and exhibit knowledge of correct placement (bio-mechanically). DNC 108.1 is a continuation of DNC 107.1 or 107.2 with increased vocabulary studies and an introduction to theatrical staging. Four and one half hours. This course has an additional fee. Requirements: Completion of level 1 (or equivalent through transfer credits or placement audition). May be taken twice for credit.

The pre-requisite of DNC 1071 and DNC 1072 are required or an audition. The student must be a Dance major.

Credits: 3

Every Fall and Spring

DNC 1082 Beginning Ballet Level 2.2

Demonstrate understanding of basic ballet terminology and exhibit knowledge of correct placement (bio-mechanically). DNC 108.2 is a continuation of DNC 107.1 or 107.2 with increased vocabulary studies and an introduction to theatrical staging. An exit exam must demonstrate correct placement (bio-mechanically), ability to pick up patterns, and an understanding of the most commonly used terminology. Four and one half hours. Prerequisite: DNC 107.1 or 107.2. May be

taken twice for credit.

Requirements: Completion of level 1 (or equivalent through transfer credits or placement audition).

The pre-requisite of DNC 1081 is required and the student must be a Dance major.

Credits: 3

Every Spring

DNC 1091 Beginning Jazz 1 - Hip Hop 1

Various jazz techniques, which may include hip-hop, and Broadway dance among others, are studied. Training in body isolations is preparation for the syncopated rhythms of hip hop movements and music. History of hip hop dancing is part of the curriculum. Live performance attendance required. Three hours. May be taken twice for credit.

Credits: 3

Every Fall and Spring

DNC 1101 Beginning Jazz 2 - Hip Hop 2

A continuation of DNC 109.1 with more complex combinations taught. Live performance attendance required. May be taken twice for credit

Pre-requisite of DNC 1091 is required.

Credits: 3

Every Spring

DNC 1111 Hatha Yoga 1

Hatha Yoga is a physical practice of asanas (yoga postures). It is a balance and integration of opposites: positive/negative; active/passive; left/right. The challenging process balancing the body through the combination of movement and breath achieves balance of the mind and spirit. Thus, the primary focus of Hatha Yoga is to unite body, mind and spirit. Reading and written assignments are geared to a full understanding of this discipline. Three hours. May be taken twice for credit.

Credits: 2

Every Fall and Spring

DNC 1112 Hatha Yoga 2

A continuation of Dance 111.1 with the addition of more challenging asanas. Students will keep a journal of their progress and their observations. May be taken twice for credit.

Pre-requisite of DNC 1111 is required.

Credits: 2

Every Fall and Spring

DNC 1121 Tap Dancing 1

Tap dancing is an American form of dance that includes soft shoe, clogging and hoofing. This course is open to all levels of tappers, including beginners, as they learn and explore the basic rhythms and structures of tap dancing. Videos, reading, and attendance at a live performance are required. Three hours. May be taken twice for credit.

Credits: 2

Every Fall and Spring

DNC 1122 Tap Dancing 2

This course is a continuation of DNC 112.1 with increasingly complex rhythms and structures. Three hours. May be taken twice for credit.

The pre-requisite of DNC 1121 is required.

Credits: 2

Every Fall and Spring

DNC 1123 Tap Dancing 3

This course is a continuation of DNC 112.2 with increasingly complex rhythms and structures. Three hours. May be taken twice for credit.

The pre-requisite of DNC 1122 is required.

Credits: 2

On Demand

DNC 2181 World Dance: African Diaspora

An introduction to the indigenous dance forms and traditions of the African Diaspora in which students will dance and drum as well as study the cultures from which these forms emerged. The specific cultures under study will vary each semester and will include, but not be limited to West Africa, Senegal, Haiti, Cuba, Trinidad, Jamaica. Three hours. May be taken twice for credit.

Credits: 3

Every Fall and Spring

DNC 2182 World Dance: African Diaspora 2

A continuation of DNC 218.1 with more complex movements and rhythmic structures. Students study the rituals from which the dances and drumming emerge. There will be assigned readings, videos and occasional guest lecturers. Three hours. May be taken twice for credit.

The pre-requisite of DNC 2181 is required.

Credits: 3

On Occasion

Music Courses

MUS 2 Music Fundamentals

Offered every semester A study of beginning sight singing, ear training, intervals and rhythms.

Credits: 3

Every Fall and Spring

MUS 3 Ear Training I

Class and laboratory work in sight singing and dictation of rhythms, melodies, intervals and chords. Course materials are scheduled so as to coordinate with the Music Theory sequence of courses. Pre-requisite of MUS 2 is required or exemption by Chair of the Department.

Pre-requisite of MUS 2 is required or exemption by Chairperson of the Music Department.

Credits: 3

Every Fall

MUS 4 Ear Training II

Class and laboratory work in sight singing and dictation of rhythms, melodies, intervals and chords. Course materials are scheduled so as to

coordinate with the Music Theory sequence of courses. The pre-requisite of MUS 3 is required or an exemption by Chair of the Department.

The pre-requisite of MUS 3 is required or an exemption by the Chairperson of the Music Department.

Credits: 3

Every Spring

MUS 11 Elementary Piano I

Piano instruction in small classes, primarily for non-Music majors, designed to develop facility in sight-reading, improvisation and technique. MUS 11 is for the beginning Music student. Students are expected to have access to a piano for practice purposes. Only a limited number of on-campus practice accommodations can be provided.

Credits: 2

Every Fall and Spring

MUS 13 Voice Class I

A study of the basic principles of breathing, phrasing and voice placement using appropriate music from solo and choral literature. Open to Music majors and to non-Music majors with little or no vocal or choral experience.

Credits: 2

Every Fall

MUS 15I Individual Music Instruction for Non-Music Majors

Course in voice, instrument, piano, secondary piano, theory, ear training, and keyboard harmony. One credit per course per semester, except voice - one or two credits per semester. May be taken in subsequent semesters for credit. This course has an additional fee. Prerequisite: Permission of the Department. Offered every semester. Weekly lessons taught by a regular member of the faculty or a professional teacher approved by the Department. In instances involving an instructor who is not a regular faculty member, the special fee per credit may be higher than the standard. Interested students should consult with a departmental adviser before registering. The Chair of the Department must approve all assignments to individual private instructors every semester.

Credits: 1

All Sessions

MUS 15P Individual Music Instruction for Non-Music Majors - Piano

Course in voice, instrument, piano, secondary piano, theory, ear training, and keyboard harmony. One credit per course per semester, except voice - one or two credits per semester. May be taken in subsequent semesters for credit. *Weekly lessons taught by a regular member of the faculty or a professional teacher approved by the Department. This course has an additional fee.

In instances involving an instructor who is not a regular faculty member, the special fee per credit may be higher than the standard. Interested students should consult with a departmental adviser before registering. The Chair of the Department

must approve all assignments to individual private instructors every semester. Prerequisite: Permission of the Department.

Credits: 1
Every Semester

MUS 15T Individual Music Instruction for Non-Music Majors - Theory

Course in voice, instrument, piano, secondary piano, theory, ear training, and keyboard harmony. One credit per course per semester, except voice - one or two credits per semester. May be taken in subsequent semesters for credit. This course has an additional fee. Prerequisite: Permission of the Department. Offered every semester. *Weekly lessons taught by a regular member of the faculty or a professional teacher approved by the Department. In instances involving an instructor who is not a regular faculty member, the special fee per credit may be higher than the standard. Interested students should consult with a departmental adviser before registering. The Chair of the Department must approve all assignments to individual private instructors every semester.

Credits: 1
Every Semester

MUS 15V Individual Music Instruction for Non-Music Majors - Voice

Course in voice, instrument, piano, secondary piano, theory, ear training, and keyboard harmony. One credit per course per semester, except voice - one or two credits per semester. May be taken in subsequent semesters for credit. Prerequisite: Permission of the Department. Offered every semester. Weekly lessons taught by a regular member of the faculty or a professional teacher approved by the Department. In instances involving an instructor who is not a regular faculty member, the special fee per credit may be higher than the standard. Interested students should consult with a departmental adviser before registering. The Chair of the Department must approve all assignments to individual private instructors every semester.

Credits: 1 to 2
Every Semester

MUS 16I Secondary Individual Music Instruction for Music Majors - Instrument

Course in voice, instrument, piano, secondary piano, theory, ear training, and keyboard harmony. One credit per course per semester, except voice - one or two credits per semester. May be taken in subsequent semesters for credit. This course has an additional fee. Prerequisite: Permission of the Department. Offered every semester. *Weekly lessons taught by a regular member of the faculty or a professional teacher approved by the Department. In instances involving an instructor who is not a regular faculty member, the special fee per credit may be higher than the standard. Interested students should consult with a departmental adviser before registering. The Chair of the Department

must approve all assignments to individual private instructors every semester.

Credits: 1
Every Semester

MUS 16P Secondary Individual Music Instruction for Music Majors - Piano

This course has an additional fee.* Prerequisite: Permission of the Department. Offered every semester. Course in voice, instrument, piano, secondary piano, theory, ear training, and keyboard harmony. One credit per course per semester, except voice - one or two credits per semester. May be taken in subsequent semesters for credit. This course has an additional fee.

*Weekly lessons taught by a regular member of the faculty or a professional teacher approved by the Department. In instances involving an instructor who is not a regular faculty member, the special fee per credit may be higher than the standard.

Interested students should consult with a departmental adviser before registering. The Chair of the Department must approve all assignments to individual private instructors every semester.

Credits: 1
Every Semester

MUS 16T Secondary Individual Music Instruction for Music Majors - Theory

This course has an additional fee.* Prerequisite: Permission of the Department. Offered every semester. Course in voice, instrument, piano, secondary piano, theory, ear training, and keyboard harmony. One credit per course per semester, except voice - one or two credits per semester. May be taken in subsequent semesters for credit. This course has an additional fee.

*Weekly lessons taught by a regular member of the faculty or a professional teacher approved by the Department. In instances involving an instructor who is not a regular faculty member, the special fee per credit may be higher than the standard.

Interested students should consult with a departmental adviser before registering. The Chair of the Department must approve all assignments to individual private instructors every semester.

Credits: 1
Every Semester

MUS 16V Secondary Individual Music Instruction for Music Majors - Voice

This course has an additional fee.* Prerequisite: Permission of the Department. Offered every semester. Course in voice, instrument, piano, secondary piano, theory, ear training, and keyboard harmony. One credit per course per semester, except voice - one or two credits per semester. May be taken in subsequent semesters for credit. This course has an additional fee.

*Weekly lessons taught by a regular member of the faculty or a professional teacher approved by the Department. In instances involving an instructor who is not a regular faculty member, the special fee per credit may be higher than the standard.

Interested students should consult with a departmental adviser before registering. The Chair of the Department must approve all assignments to individual private instructors every semester.

Credits: 2
Every Semester

MUS 61 Music and Culture

An introduction to musical styles that places music in its cultural context: history, painting, literature and ideas. To enhance the capacity to understand and enjoy music of every kind, the course begins with the elements of music that a composer combines in distinctive and characteristic ways to form a musical composition. Satisfies the core requirement for Richard L. Conolly students in Area IV of the Division of the Humanities.

Credits: 3
Every Semester

MUS 101 The World of Opera

An introduction to the operatic experience for students of varying musical backgrounds. Several popular masterpieces are studied with the aid of librettos (printed translations).

Credits: 3
On Occasion

MUS 102 The Symphony

A review of the development of the symphony and symphony orchestra from the late eighteenth century to the present using selected masterpieces that best represent particular periods and styles.

Credits: 3
On Occasion

MUS 103 Music of the Nineteenth Century

A study of the music of the nineteenth century broadly characterized by the term "Romantic," beginning with Beethoven and continuing to Wagner, Verdi and the rise of musical nationalism.

Credits: 3
On Occasion

MUS 104 Music of the Twentieth Century

An examination of trends in contemporary music, beginning with post-Romanticism and continuing through Berg, Webern, and the atonalists to the present scene in the United States and Europe. Emphasis is on "classical" music.

Credits: 3
On Occasion

MUS 105 Music of 1600 - 1750

A review of developments and changes in musical styles and practices from the late Renaissance through the Baroque era.

Credits: 3
On Occasion

MUS 106 The Jazz Experience

A review of jazz music beginning with its African roots and New Orleans jazz, tracing its evolution through to modern jazz and its influence on contemporary composers. Discussions of the

current jazz scene and the future of this art form are conducted.

Credits: 3

Every Semester

MUS 107 Music History I

A study of the history of Western music from the sacred and secular music of the Middle Ages to the radical innovations of the twentieth century. An advanced sequence of courses required of all Music majors and open to student majors in other departments subject to approval by the Music Chair, the first semester concludes with the study of Beethoven and his contemporaries.

Credits: 3

Every Fall

MUS 108 Music History II

A study of the history of Western music from the sacred and secular music of the Middle Ages to the radical innovations of the twentieth century. An advanced sequence of courses required of all Music majors and open to student majors in other departments subject to approval by the Music Chair, the first semester concludes with the study of Beethoven and his contemporaries.

Credits: 3

Every Spring

MUS 109 Music Education: Methods and Materials I

A course to develop the student's abilities to organize, analyze, perform music and teach music through the utilization of appropriate materials and methods as these relate to children in grades K-8.

Credits: 3

Every Fall

MUS 110 Music Education: Methods and Materials II

A course to prepare the student's ability to teach music, in theory and in practice to children in grades 9-12.

Credits: 3

Every Spring

MUS 113 Voice Class II

An analysis of basic principles and techniques in developing the voice.

Open to both non-Music majors and Music majors.

Credits: 2

Every Spring

MUS 114 African Music

A historical and thematic introduction to African and African American musics. Students will see and hear African and African American musics in their pre-colonial, colonial, and contemporary contexts, as well as gain an appreciation of African music, its relationship to the world, and cultural history.

Credits: 3

On Occasion

MUS 115I Advanced Individual Music

Instruction for Non-Music Majors - Instrument

This course has an additional fee.* Prerequisite: Permission of the Department. Offered every semester. Courses offered in voice, piano or other instruments and in theory. One credit per course per semester, except voice -- one or two credits per semester. May be taken in subsequent semesters for credit.

*Weekly lessons taught by a regular member of the faculty or a professional teacher approved by the Department. In instances involving an instructor who is not a regular faculty member, the special fee per credit may be higher than the standard.

Interested students should consult with a departmental adviser before registering. The Chair of the Department must approve all assignments to individual private instructors every semester.

Credits: 1

Every Semester

MUS 115P Advanced Individual Music

Instruction for Non-Music Majors - Piano

This course has an additional fee. Offered every semester. Courses offered in voice, piano or other instruments and in theory. One credit per course per semester, except voice -- one or two credits per semester. May be taken in subsequent semesters for credit.

*Weekly lessons taught by a regular member of the faculty or a professional teacher approved by the Department. In instances involving an instructor who is not a regular faculty member, the special fee per credit may be higher than the standard.

Interested students should consult with a departmental adviser before registering. The Chair of the Department must approve all assignments to individual private instructors every semester.

Credits: 1

Every Semester

MUS 115T Advanced Individual Music

Instruction for Non-Music Majors - Theory

This course has an additional fee. Offered every semester. Courses offered in voice, piano or other instruments and in theory. One credit per course per semester, except voice -- one or two credits per semester. May be taken in subsequent semesters for credit.

*Weekly lessons taught by a regular member of the faculty or a professional teacher approved by the Department. In instances involving an instructor who is not a regular faculty member, the special fee per credit may be higher than the standard.

Interested students should consult with a departmental adviser before registering. The Chair of the Department must approve all assignments to individual private instructors every semester.

Credits: 1

Every Semester

MUS 115V Advanced Individual Music

Instruction for Non-Music Majors - Voice

This course has an additional fee. Offered every semester. Courses offered in voice, piano or other instruments and in theory. One credit per course per semester, except voice -- one or two credits per semester. May be taken in subsequent semesters for credit.

*Weekly lessons taught by a regular member of the faculty or a professional teacher approved by the Department. In instances involving an instructor who is not a regular faculty member, the special fee per credit may be higher than the standard.

Interested students should consult with a departmental adviser before registering. The Chair of the Department must approve all assignments to individual private instructors every semester.

Credits: 1 to 2

Every Semester

MUS 116I Advanced Individual Music

Instruction for Music Majors in Primary Performing Medium - Instrument

This course has an additional fee. Offered every semester. Courses offered in voice, piano or other instruments and in theory. One credit per course per semester, except voice -- one or two credits per semester. May be taken in subsequent semesters for credit.

*Weekly lessons taught by a regular member of the faculty or a professional teacher approved by the Department. In instances involving an instructor who is not a regular faculty member, the special fee per credit may be higher than the standard.

Interested students should consult with a departmental adviser before registering. The Chair of the Department must approve all assignments to individual private instructors every semester.

Credits: 1

Every Semester

MUS 116P Advanced Individual Music

Instruction for Music Majors in Primary Performing Medium - Piano

This course has an additional fee. Offered every semester. Courses offered in voice, piano or other instruments and in theory. One credit per course per semester, except voice -- one or two credits per semester. May be taken in subsequent semesters for credit.

*Weekly lessons taught by a regular member of the faculty or a professional teacher approved by the Department. In instances involving an instructor who is not a regular faculty member, the special fee per credit may be higher than the standard.

Interested students should consult with a departmental adviser before registering. The Chair of the Department must approve all assignments to individual private instructors every semester.

Credits: 1

Every Semester

MUS 116V Advanced Individual Music Instruction for Music Majors in Primary Performing Medium - Voice

This course has an additional fee. Offered every semester. Courses offered in voice, piano or other instruments and in theory. One credit per course per semester, except voice -- one or two credits per semester. May be taken in subsequent semesters for credit.

*Weekly lessons taught by a regular member of the faculty or a professional teacher approved by the Department. In instances involving an instructor who is not a regular faculty member, the special fee per credit may be higher than the standard. Interested students should consult with a departmental adviser before registering. The Chair of the Department must approve all assignments to individual private instructors every semester.

Credits: 1 to 2

Every Semester

MUS 122 Jazz Workshop

A workshop for instrumentalists/vocalists in jazz-oriented music. Emphasis is on group playing, style and improvisation. May be taken for credit in subsequent semesters but limited to four distribution credits for non-music majors. Prerequisite: Admission by audition only.

Credits: 2

Every Fall and Spring

MUS 123J Chamber Ensemble

Prerequisite: Permission of the Department Chair. A performance class for small chamber-ensembles - jazz, vocal and instrumental, popular and classical. Flexible grouping is arranged according to needs and capacities of students. Individualized instruction offered. Assignment to instructors must be approved by the Chair of the Department. May be taken in subsequent semesters for credit.

Credits: 1

Every Fall and Spring

MUS 125 University Chorus

A mixed ensemble that focuses on a varied repertoire ranging from classical to contemporary choral works. Open to students, faculty and staff, and the local community. May be taken in subsequent semesters for credit.

Credits: 2

Every Fall and Spring

MUS 126 Instrumental Techniques

A course for those teaching instrumental music focusing on the construction and capabilities of instruments (woodwinds, brass, strings, percussion).

Credits: 2

On Occasion

MUS 127 Conducting

A course designed to cover various aspects of choral and instrumental conducting.

Credits: 3

Every Fall and Spring

MUS 131 Harmony and Counterpoint I

A study of diatonic harmony, form, analysis, the basic concepts of counterpoint, and practical composition using models from the literature.

Pre-requisite of MUS 2 is required or permission of instructor.

Credits: 3

Every Fall

MUS 132 Harmony and Counterpoint II

A study of diatonic harmony, form, analysis, the basic concepts of counterpoint, and practical composition using models from the literature.

Prerequisite: permission of the instructor.

Credits: 3

Every Spring

MUS 133 Harmony and Counterpoint III

A continuation of Music 132 that embraces chromatic harmony, eighteenth century counterpoint, and practical composition in the smaller homophonic and polyphonic forms.

Pre-requisite of MUS 132 is required or permission of instructor.

Credits: 3

Every Fall

MUS 134 Harmony and Counterpoint IV

A continuation of Music 133 that embraces chromatic harmony, eighteenth century counterpoint, and practical composition in the smaller homophonic and polyphonic forms. Three credits per semester.

Prerequisite: Permission of the instructor.

Credits: 3

Every Spring

MUS 135 Foundations of Arranging

A basic laboratory course designed to develop skill in the techniques of writing for small instrumental groups in jazz, rock and pop idioms. Analysis of recordings and scores conducted. Student work played in class.

Pre-requisite of MUS 132 is required or permission of instructor.

Credits: 2

Every Fall

MUS 161 Jazz Theory / Improvisation I

A study of the harmonic vocabulary of jazz, as a point of departure, to establish a basis for the development of improvisational skills through class performance -solo and ensemble. Theoretical concepts are stressed in an atmosphere of contemporary jazz styles.

The pre-requisite of MUS 132 is required or permission of the Instructor.

Credits: 3

Every Fall

MUS 162 Jazz Theory / Improvisation II

A study of the harmonic vocabulary of jazz, as a point of departure, to establish a basis for the development of improvisational skills through class performance -solo and ensemble. Theoretical

concepts are stressed in an atmosphere of contemporary jazz styles.

The pre-requisite of MUS 132 is required or permission of the Instructor.

Credits: 3

Every Spring

MUS 163 Jazz Theory / Improvisation III

A study of theoretical techniques used in jazz for improvisation; chords and rhythms; and tonal, bi-tonal, polytonal, atonal and modal concepts.

Pre-requisite of MUS 161 and MUS 162 are required or approval of the Department.

Credits: 3

Every Fall

MUS 164 Jazz Theory / Improvisation IV

A study of theoretical techniques used in jazz for improvisation; chords and rhythms; and tonal, bi-tonal, polytonal, atonal and modal concepts.

Pre-requisite of MUS 161 and MUS 162 are required or approval of the Department.

Credits: 3

Every Spring

MUS 165 Jazz Ear Training I

A study of sight singing, dictation and style analysis organized around the jazz idiom. Class activity has as its primary goal the practical application of the trained ear to jazz performance.

Pre-requisite of MUS 4 is required or permission of instructor.

Credits: 3

Every Fall

MUS 166 Jazz Ear Training II

A study of sight singing, dictation and style analysis organized around the jazz idiom. Class activity has as its primary goal the practical application of the trained ear to jazz performance.

Pre-requisite of MUS 4 is required or permission of instructor.

Credits: 3

Every Spring

MUS 168 Advanced Arranging

The development of a student's personal style in arranging and composing via projects in melody writing, harmonic progressions, rhythmic exercises, and exploration of standard and new forms.

Analysis of twentieth century contemporary music is conducted.

May be taken in a subsequent semester for credit.

Credits: 2

Every Spring

MUS 170 Jazz Clinics

Lecture/demonstration by prominent guest jazz artists on various aspects of jazz style and performance. The critiquing by the guest artists of student performances forms an integral part of each session. Pass/Fail only.

May be taken for credit in subsequent semesters, but limited to four distribution credits for non-music majors.

Credits: 1
Every Fall and Spring

MUS 171 Jazz Composition I

An examination of the basic tools and skills of jazz composition for the beginning composition student through analysis of selected pieces from jazz and classical repertoire. Jazz Composition II places emphasis on composition that reflects contemporary jazz and classical writing techniques, as well as techniques for the new technology, such as synthesizers, drum machines and other electronic instruments.

Prerequisite: Permission of the Department.

Credits: 2
Every Fall

MUS 172 Jazz Composition II

An examination of the basic tools and skills of jazz composition for the beginning composition student through analysis of selected pieces from jazz and classical repertoire. Jazz Composition II places emphasis on composition that reflects contemporary jazz and classical writing techniques, as well as techniques for the new technology, such as synthesizers, drum machines and other electronic instruments.

Prerequisite: Permission of the Department.

Credits: 2
Every Spring

MUS 175 Digital Audio I

An introduction to the technology and aesthetics of digital composition, sound design, multi-track recording and production using Digital Performer software and Pro Tools hardware. Workshops include computer based multi-track MIDI sequencing and audio hard disk recording, editing and processing, automated software mixing, locking sequenced MIDI and audio tracks to video and film, electronic music concepts and samplers. Weekly individual access to studios is provided. Pre-requisite of MA 101 is required or permission of the instructor. Also listed as MA 107.

Pre-requisite of MA 101 is required or permission of the instructor.

Credits: 3
Every Fall and Spring

MUS 176 Digital Audio II

An intermediate-level continuation of MA 107 in a workshop environment. This course continues to explore the technical and creative aspects (issues) of creating music and sound design with Digital Performer. It will also introduce Digidesign's Protools software and will look at how the two programs integrate. Topics include a deeper exploration of virtual instruments. Students will create samples and perform sample editing. MIDI sequencing and audio recording, in addition to learning editing and production concepts. Multi-track live recording, advanced mixing using automated control surfaces, and concepts of basic sound for picture. Weekly individual access to studio facilities is provided.

Pre-requisite of MA 107/MUS 175 is required or permission of the instructor.

Credits: 3
Rotating Basis

MUS 177 Digital Audio III

An advanced, project-oriented continuation of MA 110. Integration of the concepts and techniques involved in digital sound and examination of music manipulation and creation. Mastery of previously studied material is stressed. Emerging formats and technology are discussed. Unconventional, interesting and experimental software is examined and used. Also listed as MA1141.

The pre-requisite of MA 110 / MUS 176 is required or permission of the Instructor.

Credits: 3
On Occasion

MUS 180 The Music Business

A look at the musician/performer in today's business world: record production, music publishing, the concert, club and gig scene, copyrights, contracts, and career promotion.

Credits: 3
Every Fall and Spring

MUS 181 Asian Music Seminar

An Asian music seminar is needed for students, in all majors, to further their vision of world cultures. The proposed seminar examines, discusses, and analyzes the varieties of music of the peoples throughout the East and South Asian sub-continent, laying the foundation for understanding Asia's role in the ancient, medieval, and enlightened worlds. The seminar will reflect music types, uses, and functions, which are very old, still performed, and even found in aspects of Western culture. The seminar also addresses aesthetics, religion, symbolism, and science, while discussing musical structures of melody, rhythm, texture, and form. Asian music systems have been well thought-out and practiced for thousands of years, so historical roots and metaphysical concepts of music are probed. Students will also understand how music in some Asian nations changed from Westernization and social ideologies such as communism. Part of the course will be drawn from the professor's research in Korea and Southeast Asia.

Credits: 3
On Occasion

MUS 185 Music Internship

Music majors may work as interns in various city-based musical organizations (e.g., music publishing, music management, recording). One or two credits. Prerequisite: Permission of the Chair For third- and fourth-year Music majors only.

Credits: 2
All Sessions

MUS 195 Honors Study

Honors Study is designed to give outstanding students an opportunity to do independent work in

their major under the guidance of a member of the faculty. There are no regular class meetings. To be eligible, students must have upper-junior or senior status, a cumulative quality-point ratio of 3.00 and a 3.25 ratio in their major subject, and the permission of the Chair of the Department and the Dean. A total of six credits of Honors Study is the maximum allowed.

Credits: 3
Every Fall and Spring

MUS 196 Honors Study

Honors Study is designed to give outstanding students an opportunity to do independent work in their major under the guidance of a member of the faculty. There are no regular class meetings. To be eligible, students must have upper-junior or senior status, a cumulative quality-point ratio of 3.00 and a 3.25 ratio in their major subject, and the permission of the Chair of the Department and the Dean. A total of six credits of Honors Study is the maximum allowed.

Credits: 3
Every Fall and Spring

MUS 197 Independent Study

Prerequisite: Permission of the Chair of the Department and the Dean.

Two or three credits per semester.

Credits: 1 to 3
All Sessions

MUS 198 Independent Study

Prerequisite: Permission of the Chair of the Department and the Dean. Two or Three credits per semester.

Credits: 2 to 3
All Sessions

Theater Courses

THE 61 The Theatrical Vision

This core course gives students the opportunity to learn about the history of theatre, the visual and kinesthetic elements of production and performance, the audience as spectators, how to read and analyze plays and the use of space in creating the theatre experience for both performer and audience.

Credits: 3
Every Semester

THE 101 Demystifying Writing about Theatre

This course is designed to arouse your responses to drama and to help you reorganize them. It guides you through basic principles and processes that apply to just about any writing challenge. Designed to convey the elusive concepts inherent in analysis and argument, it will help you to advance your own opinions. Students will study some of the world's most engaging theatre critics and learn how to write colorful, entertaining performance reviews. They will make effective uses of sources to corroborate their ideas to write a research paper. Writing, like

theatre going, is an active, non passive occupation. Writers must decide where to look and how closely. They too must block out distractions and concentrate on their ideas to prevent them from evaporating. Writing, like theatre going, is not for the lazy.

Credits: 3

On Occasion

THE 105 New York Theatre in Performance

The study of the artistic and business aspects of professional, semiprofessional and nonprofessional theatre in New York City. Students attend Broadway, off-Broadway, and off-off Broadway theatrical performances. Classes meet for the purpose of discussion and criticism of assigned performances. Classroom instruction consists of the analysis of administrative and artistic areas of professional theatre plus detailed study of current trends and requirements of theatrical production.

Credits: 3

Every Fall and Spring

THE 130 Production Lab

This course is for students who want to perform on stage or work backstage in the Theatre Program's fall and/or spring productions. The class does not meet regularly each week. The course hours are covered through rehearsals and performances. Meeting times vary according to the rehearsal and performance schedule. Students work at least forty five hours, and more, based on the needs of the show. Students are assigned to work in any of the following areas of production: performance (acting), technical and stage craft such as set construction and painting, costumes, props, lighting, managerial including box office, house management and assisting the stage manager. Under the guidance and supervision of the instructor and theatre professionals working on the production, students are involved in each step of production, from the initial planning stages through rehearsals and performances. May be taken up to four times for credit in subsequent semesters.

Credits: 3

Every Fall and Spring

THE 162 Costume Design

A study of the history of costume design for the theatre and the craft of costume design from the early stages of research and drawing to the actual performance. How costume design enhances the personalities and inner lives of characters appropriate to the time and style of the play and how they can illuminate the theme of the play is explored. Hands-on experience in drawing and fabric is included. Trips are made to costume shops, museum exhibits, backstage tours and live performances. Students work on productions on campus.

Credits: 3

Every Fall

THE 163 Scenic Design

A study of the aesthetic theories and problems of designing scenery for the legitimate and educational theatre stages. Styles of scenery, individual styles of various designers, drafting problems, rendering techniques and script analysis for scene painting are discussed in depth. Each student is required to design one or more productions, as well as assist the designer in practical work on a major campus production. Some drafting material is required. Students work on productions on campus.

Credits: 3

Annually

THE 164 Stage Makeup

A study of the use of various types and styles of stage makeup, such as corrective, old age, prosthetics, beards, wigs, distinctive national types, and makeup for opera and ballet, film and television. Students apply stage makeup to themselves as well as to others and are encouraged to build up their own makeup kits. Department supplies are used when needed. Students are required to assist on makeup during campus productions.

Credits: 3

On Occasion

THE 180 Introduction to the Theatre

An orientation to the organic nature of the theatre. Students examine the five elements that make up the theatre -- the playwright, actors, the director, the designer and the audience. Live and video performances are viewed to analyze components of the theatre.

Credits: 3

Every Fall

THE 181 Introduction to Performance Studies

An introduction to the study of the performing arts in Africa, Asia, Europe, and the Americas. Readings introduce the field of performance studies, its ethnographers and its theatre historians, performance critics, and theorists. Their working ideas are demonstrated through film and field trips to the theatre and surrounding performance libraries so that students can conduct primary research on their own. Together, teacher/moderator and student/artist construct a history of world arts and cultures. (Same as THE 181.)

The pre-requisite of SPE 3 or HSP 21 or HSP 22 is required.

Credits: 3

On Occasion

THE 195 Honors Study

Honors Study is designed to give outstanding students an opportunity to do independent work under the guidance of a member of the faculty. There are no regular class meetings. To be eligible, students must have upper-junior or senior status, a cumulative quality-point ration of 3.00 and, a 3.25 ratio in their major subject and the permission of

the Theatre Program Coordinator, Performing Arts Department Chair and the Dean. A total of six credits of Honors Study is the maximum allowed.

Credits: 3

On Demand

THE 196 Honors Study

Honors Study is designed to give outstanding students an opportunity to do independent work under the guidance of a member of the faculty. There are no regular class meetings. To be eligible, students must have upper-junior or senior status, a cumulative quality-point ration of 3.00 and, a 3.25 ratio in their major subject and the permission of the Theatre Program Coordinator, Performing Arts Department Chair and the Dean. A total of six credits of Honors Study is the maximum allowed.

Credits: 3

On Demand

THE 197 Independent Study

This course is designed to give students in their junior or senior year an opportunity to do independent work under the guidance of a member of the Theatre faculty. There are no regular class meetings. Students may undertake either a production or a research paper. Prerequisites: Permission of student adviser, the Department Chair and the Dean.

Credits: 3

On Demand

THE 198 Independent Study

This course is designed to give students in their junior or senior year an opportunity to do independent work under the guidance of a member of the Theatre faculty. There are no regular class meetings. Student may undertake either a production or a research paper. Pre-requisites: Permission of student advisor, the Department Chair and the Dean.

Credits: 3

On Demand

THE 199 Theatre Arts Internship

During their senior year, theatre students are strongly urged to undertake one or more internships with a theatrical organization. Consultation with and approval of the Department is required. May be taken in subsequent semesters for credit.

Credits: 3

On Demand

THE 200 Series

Subject matter determined by the expertise of a visiting artist-in-residence. Courses vary from semester to semester and may be repeated for credit.

Credits: 3

On Occasion

THE 1041 Multicultural History of the Theatre I

A study of the development of the theatre from ancient times through 1600, emphasizing the relation between the theatre and the social,

economic, aesthetic and moral influences of the ages in which it has existed.

Credits: 3

Every Fall

THE 1042 Multicultural History of the Theatre II

A continuation of Theatre 104.1 to the contemporary professional stage.

Credits: 3

On Occasion

THE 1201 Directing I

The study and practice of directing for the theatre, emphasizing play selection and analysis, casting, rehearsal procedure, and the relationship of the director to the actor. Students learn staging in different performance environments. (Same as MA 160.1.) Prerequisite: THE 1251/MA 1591, THE 1252/MA 1592 or the permission of the instructor.

Credits: 3

Every Fall

THE 1202 Directing II

A continuation of THE 120.1 through the examination of varied styles of directing in the theatre -- the Stanislavsky approach, the Brechtian alienation concept, and recent improvisational and experimental techniques. Students direct a one-act play. (Same as MA 160.2.)

Pre-requisite of THE 1201/MA 1601 is required.

Credits: 3

Every Spring

THE 1221 Introduction to Playwriting

The writing and structuring of monologues, scenes, one-act plays and, possibly, full-length plays. Emphasis is on particular limitations, possibilities and specific techniques of writing for the stage.

Students may be given the opportunity to see their writing produced in workshops. (Same as MA 48.1.)

Credits: 3

On Occasion

THE 1222 Advanced Playwriting

A continuation of THE 122.1 that leads to the development of a full-length play or two one-act plays. (Same as MA 148.2.)

Pre-requisite of THE 1221/MA 1482 is required.

Credits: 3

Every Spring

THE 1251 Acting I

An introductory study of acting, including acting exercises, analysis and interpretation of roles, and improvisations. Each student prepares and performs various acting exercises and a minimum of one dramatic monologue. In addition, each student rehearses and performs in a scene consisting of two or more characters. (Same as MA 159.1.)

Credits: 3

Every Fall and Spring

THE 1252 Acting II

A continuation of THE 125.1 that emphasizes scene analysis and the creation of stage characterization. Students perform in a variety of scenes and other acting assignments. (Same as MA 159.2.)

Pre-requisite of THE 1251/MA 1591 is required.

Credits: 3

Every Fall and Spring

THE 1253 Acting III Rehearsal and Performance: Modern Scene Study

An investigation of rehearsal procedure, including character and script analysis, and a final emphasis on techniques of scene performance. Students are required to see two plays and write a critique of each. (Same as MA 159.3.)

Pre-requisites of THE 1251 and THE 1252 are required.

Credits: 3

Every Fall

THE 1254 Period Acting Styles: Acting the Classics

Students analyze theories and develop techniques for interpretation of drama and comedy from the point of view of a classical actor. The course explores and investigates the rehearsal procedure, character development and script analysis of classical texts. (Same as MA 159.4.)

The pre-requisite of THE 1253 / MA 1593 is required.

Credits: 3

Every Spring

THE 1255 Acting V: The Commercial Actor: Theatre Business

A continuation of the first four semesters of acting theories and techniques with an emphasis on monologue development for auditions, cold readings, and the materials and tools such as head shots and resumes needed for auditioning. Students develop an understanding of union affiliations, casting agents, and contracts. Theatre as a solo business and the development of a company are explored.

Credits: 3

Every Fall

THE 1256 Acting for Musical Theatre

In this course students learn the art and craft of performing and auditioning in musical theatre. This course focuses on the art form of musical theatre as text (prose and verse) and how that is objectified on stage in live performance through acting, singing and dance. The content of the course includes how to analyze characters and the songs they sing. In this process the students learn about character development, music, vocal technique, vocal phrasing and movement for musical theatre. Students learn some of the history of the American musical.

Credits: 3

Every Spring

THE 1261 Movement and Voice for Actors I

A course designed to give students an understanding of their bodies and voices and how to develop them for the stage and screen. Exercises are used to help students strengthen posture, alignment, breathing and vocal power for projection in the theatre -- an exploration in the organic connection of body, mind and spirit. The process prepares the student for the integration of the physical, emotional and spiritual aspects of the human condition that are essential to the actor's understanding and portrayal of any character in the theatre. (Same as THE 126.1.)

The pre-requisite of SPE 3 or HSP 21 or HSP 22 is required.

Credits: 3

Every Fall

THE 1262 Movement and Voice for Actors II

A continuation of THE 1261 and SPE 178 in which students develop more tools needed to improve their movement and vocal techniques.

The pre-requisite of SPE 3 or HSP 21 or HSP 22 is required.

Credits: 3

Every Spring

THE 1281 Methods of Creative Dramatics

A study of theory and techniques of developing creativity in children through participation in dramatic activities.

Credits: 3

On Occasion

THE 1282 Methods of Creative Dramatics

A continuation of Theatre 128.1 in which emphasis is placed on exercises for personal self-awareness, which aids in character development for children.

Credits: 3

On Occasion

THE 1391 On-Camera Performance I

An introduction to the practice and principles of on-camera performance for broadcast and film media. Using closed-circuit television interactively, students work on exercises in acting, news reading, interviewing and standup reporting. Professional guest speakers share experiences. (Formerly MA 158.) (Same as THE 139.1.) Prerequisite: MA 159.1 or THE 125.1 or permission of instructor.

Credits: 3

Rotating Basis

THE 1392 On-Camera Performance II

An intermediate workshop designed to expand upon the skills and knowledge gained in On-Camera Performance I. Emphasis is on cold reading, character creation, teleprompter reading and scene analysis. (Same as THE 139.2.)

The pre-requisite of MA 1581 / THE 1391 is required or permission of the Department.

Credits: 3

Rotating Basis

THE 1393 On-Camera Performance III

An advanced workshop designed to enable a small group to work collaboratively on mastery of techniques learned in MA 158.2. Emphasis is on audition technique and creating monologues.

Three credits. (Same as THE 139.3)

The pre-requisite of MA 1582 / THE 1392 is required or permission of the Department.

Credits: 3

Rotating Basis

THE 1601 Theatre Production: Visual Elements

The study and practice of the basic visual concepts of design for the commercial and noncommercial theatre, including the esthetic principles and practical applications of lighting, costumes, makeup and set design. Students must work on productions on campus.

Credits: 3

On Occasion

THE 1602 Theatre Production: Arts

Administration

The study and practice of stage management, business management, finance and budgets for the commercial and noncommercial theatre. Students must work on productions on campus.

Credits: 3

On Occasion

THE 1611 Stage Lighting

The theory and practice of stage lighting, including the principle of electricity and the function and operation of lighting instruments and control boards. Each student is responsible for the creation of a theoretical and practical lighting design translated in a lighting plot. The work of master lighting designers, such as Adolphe Appia, Norman Bel Geddes, Robert Edmond Jones, Boris Aronson and Jules Fischer among others are studied. Students must work on productions on campus.

Credits: 3

On Occasion

THE 1612 Advanced Stage Lighting Design

A review of the problems of lighting actual stage productions, with special consideration given to current Broadway lighting procedures. Each student analyzes various productions, such as one-act plays, single-set comedies, multiple-set drama and musical comedy, and is assigned a lighting problem relating to those dramatic types. Additional time is given to discussion and analysis of other types of stage and dramatic presentation, including the lighting of dance for music and concerts, television and film lighting. Some drafting material is required, and students read various dramatic works. Students work on productions on campus.

Pre-requisite of THE 1611 is required.

Credits: 3

On Occasion

Department of Visual Arts

Senior Professor Dantzie
 Professor Rudey
 Professor Emeritus Ries
 Associate Professors Barry, Grove (Director of Galleries), Lorenz (Chair)
 Adjunct Faculty: 15

The Visual Arts Department, based in the rich culture of New York City, offers a unique environment for the study of fine arts in the areas of glass blowing and casting, ceramics and sculpture, printmaking, painting, and other traditional mediums that coexist with interdisciplinary studies in photography, computer graphics, digital design, and book arts. The Department is composed of recognized practicing professional artists and art historians who are engaged, through exhibitions and publications of their work, in the contemporary art world. The Visual Arts Department also maintains a program of changing professional exhibitions in three on-campus gallery spaces and an annual outdoor sculpture exhibition as curricular enrichment and a community service. All Visual Arts students participate in a senior thesis exhibition in the gallery

We offer three baccalaureate degrees: the Bachelor of Arts, the Bachelor of Fine Arts, and the Bachelor of Fine Arts in Art Education.

B.A. in the Visual Arts

The B.A. in Visual Arts is available with courses in painting, drawing, ceramics, sculpture, computer art and art history. Students who major in the Visual Arts are offered an opportunity to center their studies around the practice and history of the visual experience.

Bachelor of Arts Core Requirements

Skills/Proficiency Requirements

Completion of the skills/proficiency courses listed in the undergraduate bulletin depends solely on placement examination.

The Skills Proficiency Courses are:

DSM 01, DSM 09, ENG 13 or 13X, ENG 14 or 14X

DSM	01	Developmental Skills Mathematics 01	0.00
DSM	09	Developmental Skills Mathematics 09	0.00
ENG	13	English Composition	3.00
ENG	14	English Composition	3.00

Core Curriculum Requirements

English Composition Core Requirement - Three credits from the following

ENG	16	English Composition	3.00
-----	----	---------------------	------

ENG	16X	English Composition for Nonnative Speakers	3.00
-----	-----	--	------

Core Seminar Requirement

COS	50	Idea Of The Human	3.00
-----	----	-------------------	------

Speech Core Requirement

SPE	3	Oral Communication	3.00
-----	---	--------------------	------

English Literature Core Requirement - Six credits from the following (a student must be in the Honors Program to take HEG 21 and HEG 22)

ENG	61	European Literatures I	3.00
-----	----	------------------------	------

ENG	62	European Literatures II	3.00
-----	----	-------------------------	------

ENG	63	American Literatures	3.00
-----	----	----------------------	------

ENG	64	Non-Western Literatures	3.00
-----	----	-------------------------	------

HEG	21	Literature of the Human Imagination	3.00
-----	----	-------------------------------------	------

HEG	22	English Literature of the Human Imagination	3.00
-----	----	---	------

Philosophy Core Requirement

PHI	61	Philosophical Explorations I	3.00
-----	----	------------------------------	------

PHI	62	Philosophical Explorations II	3.00
-----	----	-------------------------------	------

History Core Requirement

HIS	1	History of Civilizations to 1500	3.00
-----	---	----------------------------------	------

HIS	2	History of Civilizations Since 1500	3.00
-----	---	-------------------------------------	------

Social Science Core Requirement - Six credits from the following (a student must be in the Honors Program to take HSS 21 and HSS 22)

ANT	4	Physical Anthropology	3.00
-----	---	-----------------------	------

ANT	5	Cultural Anthropology	3.00
-----	---	-----------------------	------

ECO	1	Introduction to Economics	3.00
-----	---	---------------------------	------

ECO	2	Introduction to Economics	3.00
-----	---	---------------------------	------

HSS	21	Civilization and Social Institutions	3.00
-----	----	--------------------------------------	------

HSS	22	Civilization and Social Institutions	3.00
-----	----	--------------------------------------	------

POL	11	Power and Politics	3.00
-----	----	--------------------	------

PSY	3	Introduction to Psychology	3.00
-----	---	----------------------------	------

SOC	3	Introduction to Sociology	3.00
-----	---	---------------------------	------

Communication, Visual and Performing Arts Core Requirement - Three credits. (Art majors cannot take Art 61). A student must be in the Honors Program to take HAR 21 or HAR 22)

DNC	61	Dance Through Time	3.00
-----	----	--------------------	------

HAR	21	Art, Music, and Dance in Social Context	3.00
-----	----	---	------

HAR	22	Art, Music, and Dance in Social Context	3.00
-----	----	---	------

MUS	61	Music and Culture	3.00
-----	----	-------------------	------

THE	61	The Theatrical Vision	3.00
-----	----	-----------------------	------

Science Core Requirement

BIO	22	Biology and Modern Technology	3.00
-----	----	-------------------------------	------

CHM	21	Chemistry and Modern Technology	3.00
-----	----	---------------------------------	------

PHY	20	The Physical Universe	4.00
-----	----	-----------------------	------

Mathematics Core Requirement : One class from the following

MTH	15	Mathematical Tools and Their Use	4.00
-----	----	----------------------------------	------

MTH	16	Finite Mathematics	3.00
-----	----	--------------------	------

Orientation Seminar Core Requirement

OS	1	The University: Discovery and Change	1.00
----	---	--------------------------------------	------

Liberal Arts and Science Foreign

Language Core Curriculum Requirements

Must complete 6 credits in one of the foreign language disciplines listed below.

Foreign Language Core Spanish

SPA	11	Introductory Spanish I	3.00
-----	----	------------------------	------

SPA	12	Introductory Spanish II	3.00
-----	----	-------------------------	------

Foreign Language Core French

FRE	11	Introductory French I	3.00
-----	----	-----------------------	------

FRE	12	Introductory French II	3.00
-----	----	------------------------	------

Foreign Language Core Italian

ITL	11	Introductory Italian I	3.00
-----	----	------------------------	------

ITL	12	Introductory Italian II	3.00
-----	----	-------------------------	------

Foreign Language Core Honors Spanish - A student must be in the Honors Program to take the following

HLS	21	Honors Spanish	3.00
-----	----	----------------	------

HLS	22	Honors Spanish	3.00
-----	----	----------------	------

Foreign Language Core Honors French - A student must be in the Honors Program to take the following

HLF	21	Honors French	3.00
-----	----	---------------	------

HLF	22	Honors French	3.00
-----	----	---------------	------

Major Requirements For The Bachelor of Arts Degree-Visual Arts Plan

Major Grade Point Average. 2.00 Major GPA Required.

Visual Arts Major Requirements

Must Complete All Courses Below:

ART	101	Caves to Cathedrals	3.00
-----	-----	---------------------	------

ART	102	Incans to Impressionists	3.00
-----	-----	--------------------------	------

Brooklyn Campus

ART	103	Modern Art	3.00
ART	132	Three-Dimensional Design	3.00
ART	155	Painting II	3.00
ART	170	Two-Dimensional	3.00
ART	171	Introduction to Color	3.00
ART	176	Introduction to Printmaking	3.00
ART	187	Portfolio Development	3.00
ART	194	Portfolio Review	1.00
ART	1501	Drawing I	3.00
ART	1521	Drawing II	3.00
ART	1541	Painting I	3.00

Must Complete One (1) Course From Below:

ART	133	Introduction to Ceramics	3.00
ART	138	Basic Sculpture	3.00

Visual Arts Distribution Requirement.

3.0 credits Art or MA 115

3.0 credits Art or MA 124

ART	115	Introduction to Photography	3.00
ART	124	Computer Graphics I	3.00
MA	115	Introduction to Photography	3.00
MA	124	Computer Graphics I	3.00

B.F.A. in Teacher of Visual Arts in Urban Schools

The 128-credit Bachelor of Fine Arts in Visual Art Education provides the required background in art history and art production, in conjunction with the Teaching and Learning courses necessary to meet the minimum requirements for initial certification as a teacher of visual arts, K through 12, as stipulated by the New York State Department of Education. Please refer to School of Education's Teaching & Learning Department in this bulletin for further information on Graduation and Certification requirements.

Bachelor of Arts Core Requirements Skills/Proficiency Requirements

Completion of the skills/proficiency courses listed in the undergraduate bulletin depends solely on placement examination.

The Skills Proficiency Courses are:

DSM 01, DSM 09, ENG 13 or 13X, ENG 14 or 14X

DSM	01	Developmental Skills Mathematics 01	0.00
-----	----	-------------------------------------	------

DSM	09	Developmental Skills Mathematics 09	0.00
-----	----	-------------------------------------	------

ENG	13	English Composition	3.00
-----	----	---------------------	------

ENG	14	English Composition	3.00
-----	----	---------------------	------

Core Curriculum Requirements

English Composition Core Requirement - One course from the following

ENG	16	English Composition	3.00
-----	----	---------------------	------

ENG	16X	English Composition for Nonnative Speakers	3.00
-----	-----	--	------

Core Seminar Requirement

COS	50	Idea Of The Human	3.00
-----	----	-------------------	------

Speech Core Requirement

SPE	3	Oral Communication	3.00
-----	---	--------------------	------

English Literature Core Requirement - Six credits from the following (a student must be in the Honors Program to take HEG 21 and HEG 22)

ENG	61	European Literatures I	3.00
-----	----	------------------------	------

ENG	62	European Literatures II	3.00
-----	----	-------------------------	------

ENG	63	American Literatures	3.00
-----	----	----------------------	------

ENG	64	Non-Western Literatures	3.00
-----	----	-------------------------	------

HEG	21	Literature of the Human Imagination	3.00
-----	----	-------------------------------------	------

HEG	22	English Literature of the Human Imagination	3.00
-----	----	---	------

Philosophy Core Requirement

PHI	61	Philosophical Explorations I	3.00
-----	----	------------------------------	------

PHI	62	Philosophical Explorations II	3.00
-----	----	-------------------------------	------

History Core Requirement

HIS	1	History of Civilizations to 1500	3.00
-----	---	----------------------------------	------

HIS	2	History of Civilizations Since 1500	3.00
-----	---	-------------------------------------	------

Social Science Core Requirement - Six credits from the following (a student must be in the Honors Program to take HSS 21 and 22)

ANT	4	Physical Anthropology	3.00
-----	---	-----------------------	------

ANT	5	Cultural Anthropology	3.00
-----	---	-----------------------	------

ECO	1	Introduction to Economics	3.00
-----	---	---------------------------	------

ECO	2	Introduction to Economics	3.00
-----	---	---------------------------	------

HSS	21	Civilization and Social Institutions	3.00
-----	----	--------------------------------------	------

HSS	22	Civilization and Social Institutions	3.00
-----	----	--------------------------------------	------

POL	11	Power and Politics	3.00
-----	----	--------------------	------

PSY	3	Introduction to Psychology	3.00
-----	---	----------------------------	------

SOC	3	Introduction to Sociology	3.00
-----	---	---------------------------	------

Communication, Visual and Performing Arts Core Requirement - Three credits from the following, Art students cannot take Art 61. A student must be in the Honors Program to take HAR 21 or HAR 22.

ART	61	Introduction to Visual Art	3.00
-----	----	----------------------------	------

DNC	61	Dance Through Time	3.00
-----	----	--------------------	------

HAR	21	Art, Music, and Dance in Social Context	3.00
-----	----	---	------

HAR	22	Art, Music, and Dance in Social Context	3.00
-----	----	---	------

MUS	61	Music and Culture	3.00
-----	----	-------------------	------

THE	61	The Theatrical Vision	3.00
-----	----	-----------------------	------

Science Core Requirement

BIO	22	Biology and Modern Technology	3.00
-----	----	-------------------------------	------

CHM	21	Chemistry and Modern Technology	3.00
-----	----	---------------------------------	------

PHY	20	The Physical Universe	4.00
-----	----	-----------------------	------

Mathematics Core Requirement - One course from the following

MTH	15	Mathematical Tools and Their Use	4.00
-----	----	----------------------------------	------

MTH	16	Finite Mathematics	3.00
-----	----	--------------------	------

Orientation Seminar Core Requirement

OS	1	The University: Discovery and Change	1.00
----	---	--------------------------------------	------

Liberal Arts and Science Foreign Language Core Curriculum Requirements

Must complete 6 credits in one of the foreign language disciplines listed below.

Foreign Language Core Spanish

SPA	11	Introductory Spanish I	3.00
-----	----	------------------------	------

SPA	12	Introductory Spanish II	3.00
-----	----	-------------------------	------

Foreign Language Core French

FRE	11	Introductory French I	3.00
-----	----	-----------------------	------

FRE	12	Introductory French II	3.00
-----	----	------------------------	------

Foreign Language Core Italian

ITL	11	Introductory Italian I	3.00
-----	----	------------------------	------

ITL	12	Introductory Italian II	3.00
-----	----	-------------------------	------

Foreign Language Core Non-Equivalent Transfer

Foreign Language Core Honors Spanish - A student must be in the Honors Program to take the following

HLS	21	Honors Spanish	3.00
-----	----	----------------	------

HLS	22	Honors Spanish	3.00
-----	----	----------------	------

Foreign Language Core Honors French - A student must be in the Honors Program to take the following

HLF	21	Honors French	3.00
HLF	22	HonorsFrench	3.00

Major Requirements For The Bachelor of Fine Arts Degree- Art Education Plan

Art Education Major Requirements

Must Complete All Art Courses Listed Below:

ART	101	Caves to Cathedrals	3.00
ART	102	Incas to Impressionists	3.00
ART	103	Modern Art	3.00
ART	132	Three-Dimensional Design	3.00
ART	133	Introduction to Ceramics	3.00
ART	146	Methods of Teaching Art: Elementary	3.00
ART	147	Methods of Teaching Art: Secondary	3.00
ART	170	Two-Dimensional	3.00
ART	176	Introduction to Printmaking	3.00
ART	187	Portfolio Development	3.00
ART	194	Portfolio Review	1.00
ART	1501	Drawing I	3.00
ART	1541	Painting I	3.00
TAL	431	Methods of Teaching Art: Elementary	3.00
TAL	432	Methods of Teaching Art: Secondary	3.00

Must Complete All Education Courses Listed Below:

TAL	201	Teaching: Imagine the Possibilities	3.00
TAL	301	Observing and Describing Children	3.00
TAL	350	The Developing Child	4.00
TAL	351	Language and Literacy I	3.00
TAL	352	Sociology and Education	3.00
TAL	399	Preparing for the NYSTCE	0.00
TAL	406	Health Education for Teachers	1.00
TAL	465	Student Teaching in Art Education	6.00
TAL	466	Student Teaching Seminar in Art Education	2.00

Distribution Requirement - 3.0 credits Art/MA

115 ; 3.0 credits Art/MA 124

ART	115	Introduction to Photography	3.00
ART	124	Computer Graphics I	3.00
MA	115	Introduction to Photography	3.00
MA	124	Computer Graphics I	3.00

The following certification requirements also need to be satisfied:

- ALCX 702, ALCX 703, ALCX 704 workshops
- NYSTCE test requirement

B.F.A. in Studio Art

The Bachelor of Fine Arts in Studio Art is an intensive studio art-oriented program that prepares students for graduate schooling in Art or entry into a wide variety of art- related careers. Students complete the introductory classes, after which they may select classes in ceramics, sculpture and glass, painting, drawing, or printmaking. Both freshmen and transfer students are required to submit a portfolio of work before admission to the program.

Major Requirements For The Bachelor of Fine Arts - Degree Studio Art - Plan

Major Grade Point Average.

2.00 Major GPA Required.

Studio Art Major Requirements

Must Complete All Courses Listed Below:

ART	101	Caves to Cathedrals	3.00
ART	102	Incas to Impressionists	3.00
ART	103	Modern Art	3.00
ART	105	New Art City	3.00
ART	132	Three-Dimensional Design	3.00
ART	133	Introduction to Ceramics	3.00
ART	138	Basic Sculpture	3.00
ART	155	Painting II	3.00
ART	157	Figure Drawing	3.00
ART	170	Two-Dimensional	3.00
ART	171	Introduction to Color	3.00
ART	176	Introduction to Printmaking	3.00
ART	187	Portfolio Development	3.00
ART	194	Portfolio Review	1.00
ART	197	Independent Study	3.00
ART	198	Independent Study	3.00
ART	1501	Drawing I	3.00

ART	1521	Drawing II	3.00
ART	1541	Painting I	3.00
MA	264	New Art City	3.00

Studio Art B.F.A. Distribution Requirement.

Must Complete either Art 115 or MA 115 and either Art 124 or MA 124

ART	115	Introduction to Photography	3.00
ART	124	Computer Graphics I	3.00
MA	115	Introduction to Photography	3.00
MA	124	Computer Graphics I	3.00

Bachelor of Fine Arts Core Requirements

Skills/Proficiency Requirements

Completion of the skills/proficiency courses listed in the undergraduate bulletin depends solely on placement examination.

The Skills Proficiency Courses are: DSM 01, DSM 09, ENG 13 or 13X, ENG 14 or 14X

DSM	01	Developmental Skills Mathematics 01	0.00
DSM	09	Developmental Skills Mathematics 09	0.00
ENG	13	English Composition	3.00
ENG	14	English Composition	3.00

Core Curriculum Requirements.

English Composition Core Requirement - One course from the following

ENG	16	English Composition	3.00
ENG	16X	English Composition for Nonnative Speakers	3.00

Core Seminar Requirement

COS	50	Idea Of The Human	3.00
-----	----	-------------------	------

Speech Core Requirement

SPE	3	Oral Communication	3.00
-----	---	--------------------	------

English Literature Core Requirement: 3.0 credits (a student must be in the Honors Program to HEG 21 and HEG 22.

ENG	61	European Literatures I	3.00
ENG	62	European Literatures II	3.00
ENG	63	American Literatures	3.00
ENG	64	Non-Western Literatures	3.00
HEG	21	Literature of the Human Imagination	3.00
HEG	22	English Literature of the Human Imagination	3.00

Philosophy Core Requirement: 6.0 credits

PHI	61	Philosophical Explorations I	3.00
PHI	62	Philosophical Explorations II	3.00

History Core Requirement: 3.0 credits from the following

HIS	1	History of Civilizations to 1500	3.00
HIS	2	History of Civilizations Since 1500	3.00

Social Science Core Requirement: 9.0 credits - A student must be in the Honors Program to take HSS 21 or HSS 22.

ANT	4	Physical Anthropology	3.00
ANT	5	Cultural Anthropology	3.00
ECO	1	Introduction to Economics	3.00
ECO	2	Introduction to Economics	3.00
HSS	21	Civilization and Social Institutions	3.00
HSS	22	Civilization and Social Institutions	3.00
POL	11	Power and Politics	3.00
PSY	3	Introduction to Psychology	3.00
SOC	3	Introduction to Sociology	3.00

Science Core Requirement :Chemistry required of students with a concentration in ceramics.

CHM	21	Chemistry and Modern Technology	3.00
-----	----	---------------------------------	------

Mathematics Core Requirement: One class

MTH	15	Mathematical Tools and Their Use	4.00
MTH	16	Finite Mathematics	3.00

Orientation Seminar Core Requirement

OS	1	The University: Discovery and Change	1.00
----	---	--------------------------------------	------

Upon the completion of studies, students, in all Visual Arts programs are required to create a large-scale conceptually based thesis project for public exhibition.

Visual Arts Courses

ART 61 Introduction to Visual Art

Intended to encourage an awareness and understanding of visual art by exploring basic visual concepts such as line, color and form as embodied in artworks from a wide variety of cultures and times. Artworks are discussed in terms of cultural context and the artists' intentions. Visual art is experienced through slides, field trips to museums

and galleries, and in individual projects. Students are expected to write about artworks and to participate in workshops and demonstrations designed to further their understanding of the creative process. Three credits. Satisfies the core requirement for Richard L. Conolly College students in Area IV of the Division of Communications, Visual and Performing Arts.

Credits: 3
All Sessions

ART 101 Caves to Cathedrals

An exploration of the significance and styles of the early arts of many different cultures - - from the rock and cave paintings of Africa, Australia and Europe to the cathedrals, temples and mosques of ancient and medieval cultures in the Americas, Africa, Asia and Europe through slides and field trips to museums.

Credits: 3
Every Fall

ART 102 Incas to Impressionists

From the Incan culture of Peru to French Impressionism of the nineteenth century, a survey of the arts of important African, American, Asian and European cultures between 1400 and 1900 through slides and field trips to museums. Artworks are discussed in terms of significance, styles, cross-cultural connections and artists lives.

Credits: 3
Every Spring

ART 103 Modern Art

A review of the development of European and American modern art from French Impressionism of the nineteenth century through styles and movements that include Postimpressionism, Symbolism, Art Nouveau, Expressionism, Cubism, Futurism, Dada, Surrealism, Constructivism and Abstract Expressionism.

Credits: 3
Every Fall

ART 105 New Art City

Through art gallery and museum visits, slides and videos, an exploration of the wide variety of styles and meanings within contemporary art and the varied intentions of contemporary artists. Selected developments from Abstract Expressionism to the present, including Pop, Minimal, Conceptual, Performance and Neo-Expressionist art are examined.

Credits: 3
Every Spring

ART 115 Introduction to Photography

An introduction to photography as an art medium. Basic principles and practices of black-and-white photography processing and printing are reviewed. All students are provided with a 35 mm camera.

Credits: 3
Every Fall and Spring

ART 116 Studio Photography

An in-depth study studio photography, using a variety of lighting techniques and setups. Students cover such topics as tungsten lights, reflected and direct lights, advanced metering, exposure, portraiture and different tabletop setups.

The pre-requisite of MA 115 / ART 115 or MA 118 / ART 118 is required or permission of instructor.

Credits: 3
Rotating Basis

ART 117 Intermediate Photography

A production-based class in photographic printing, using fiber-based papers. Filters, print toning, lighting and medium-format imaging are discussed. Projects are thematically based and include an extensive final presentation.

Pre-requisite of MA 115/ART 115 is required.
Credits: 3
Rotating Basis

ART 118 Digital Photography I

An introductory class using digital cameras and computers to record and print photographic imagery. The class focuses on photography as art medium using new approaches and techniques available. Course requirements include weekly assignments, midterm and final portfolio. All students are required to purchase a compact flash card. The department will supply digital cameras.

Pre-requisite of MA 115/ART 115 is required.
Credits: 3
Every Fall and Spring

ART 120 Creative Photography

Independent exploratory study and experimentation in advanced non-silver photographic techniques such as: cyanotype, VanDyke brown, kallitype and palladium.

The pre-requisite of MA 115 / ART 115 or MA 118 / ART 118 is required or permission of instructor.

Credits: 3
Every Spring

ART 121 Advanced Photography

A focus on the development of professional-level mastery in the area of art or commercial photography. Emphasis is on review of other photographers work, special assignments, creative range and in-depth critiques. Students may work digitally or in the darkroom.

Pre-requisite of MA 115 and MA 117 are required or permission of instructor.
Credits: 3
On Occasion

ART 122 Digital Photography II

A workshop-oriented intermediate level digital photography course. The focus is on advanced digital photographic camera skills and digital print output using alternative and archival media methods. Emphasis is on a digital portfolio and personal artistic statements. Students produce a

portfolio of thematic presentation using both traditional film scanned images and digital media capture. Students are provided with a digital camera for the semester.

Pre-requisite of MA 118/ART 118 is required.

Credits: 3

Every Spring

ART 124 Computer Graphics I

An introductory level class in two dimensional computer graphics using Adobe Photoshop. Students learn and work with basic digital illustration and graphics, scanning of images, image editing, image manipulation, photo manipulation, typography and image composition.

Credits: 3

Every Fall and Spring

ART 125 2-D Computer Animation I

This course has an additional fee. Prerequisite: MA 124. Offered on occasion. An introduction to basic computer-based animation using two-dimensional graphics, paint, image-editing and animation software. Students work with digital Ink & Paint, rotoscoping, and motion path-based techniques for character animation and motion graphics. (Same as ART 124.2.)

The pre-requisite of MA 124 is required.

Credits: 3

On Occasion

ART 132 Three-Dimensional Design

An introduction to design concepts as they relate to sculpture, architecture, and commercial and industrial design. Work is done in the studio; museum visits and other field trips are conducted.

Credits: 3

Every Spring

ART 133 Introduction to Ceramics

An exploration of various hand-building techniques, including pinch, coil and slab. Emphasis is on integrating practical craft and personal expression to create basic pottery forms. Glazing and surface design also are explored.

Credits: 3

Every Fall, Spring and Summer

ART 134 Introduction to the Potter's Wheel

Students will learn to create functional ceramic pieces on the potter's wheel. Glaze technology is taught. Slide presentations and museum visits are conducted.

Credits: 3

Every Fall, Spring and Summer

ART 135 Ceramic Sculpture

An approach to ceramics as a nonutilitarian art medium. Studio work in construction methods, modeling techniques, decoration and firing are combined with illustrated lectures and discussion. Visits are made to current ceramic exhibitions in New York City.

The pre-requisite of ART 133 is required.

Credits: 3

Rotating Basis

ART 136 Intermediate Handbuilding

Traditional and experimental approaches to the construction of bowls and other containing forms of the clayworker's art. Development of individual concepts and styles is encouraged within the historical context presented through illustrated lectures, studio projects and visits to current exhibitions.

The pre-requisite of Art 133 or 134 is required

Credits: 3

Every Spring

ART 137 Intermediate Potter's Wheel

An exploration of the aesthetics, cultural philosophies and advanced techniques of the potter's wheel.

The pre-requisite of ART 134 is required.

Credits: 3

Rotating Basis

ART 138 Basic Sculpture

Introduction to basic skills in sculpture, including carving, modeling and casting in a variety of materials, including clay, plaster, wood and wax.

Credits: 3

Every Fall

ART 139 Graphic Design

This introduction to Graphic Design is a hands-on class utilizing the computer and traditional art making materials. Graphic design is a creative process that combines art and technology to communicate ideas. The main tools are image and typography. The class will teach image based design and type-based design as a means of visual communication. Class includes lecture and additional lab hours.

Credits: 3

On Demand

ART 142 Jewelry: Wearable Art

Introduction to Jewelry: Wearable Art, is a survey of materials and techniques. Emphasis is on skill development and exploration of a wide variety of materials including clay, paper and found objects. Classes will consist of demonstrations and technical practice. Once the student has begun to grasp the technical aspect, they can begin to focus on individual concepts and design. A written assignment will allow the student to study, sketch and describe jewelry objects from galleries and museums. Each student will keep a journal with sketches of ideas and weekly additions of print examples of jewelry.

Credits: 3

Every Spring

ART 146 Methods of Teaching Art: Elementary

Hands-on use of the appropriate materials for the child in elementary school, such as paint, clay, papier mache and textiles. Includes lectures, readings, a museum visit and observations at an elementary school. (Same as Art 146).

Credits: 3

Every Fall

ART 147 Methods of Teaching Art: Secondary

Use of materials and formulation of projects for students on the secondary level (7-12). Formal lesson plans are developed dealing with structured studio art classes in art history, drawing, painting, perspective, ceramics, photography and fiber design. (Same as ART 147.)

Credits: 3

Every Spring

ART 155 Painting II

An opportunity to work in various materials with emphasis on composition and design, color experimentation, and space. Students work from still life and models.

The pre-requisite of ART 154.1 is required.

Credits: 3

Every Spring

ART 156 Painting III

Individual attention and criticism given to each student with the aim of achieving a distinctive personal expression. Form, concept, space and color are emphasized as individuality is encouraged through analysis and discussion. May be taken in one subsequent semester for credit.

The pre-requisite of ART 155 is required.

Credits: 3

Every Spring

ART 157 Figure Drawing

Learning to depict the human figure through the use of line, color and form in order to develop a personal style in various graphic media.

Prerequisite: ART 150.1.

Credits: 3

On Occasion

ART 159 Introduction To Watercolor

An introduction to methods of watercolor painting. Students learn step by step how to create a successful painting and to show the relationship of technique to subject matter and how one enhances the other. The focus is on still life's, portraits, scaling techniques, interior and exterior imagery in a series.

Credits: 3

Every Summer

ART 170 Two-Dimensional

An introduction to the essential elements of visual perception on a flat 2-D surface. Students work in a studio setting, exploring a variety of contemporary concepts and materials.

Credits: 3

Every Fall

ART 171 Introduction to Color

An introduction to the practical use of color as an active and interactive medium in the arts based on the pioneering work of Josef Albers. In addition to traditional color theory, studies include the basic

color change, the illusion of transparency, color vibration and afterimage. May be taken for one or two semesters.

Credits: 3

Alternate Semesters

ART 172 Workshop on Children's Book Illustrations

Using a large collection of classic children's books as a resource, each student in this hands-on workshop develops an original book from concept to completed layout. Use of the double-page spread and placement of lettering are stressed.

Credits: 3

On Occasion

ART 173 Introduction to Calligraphy

The development of Western calligraphy, uncial and black letter, letterform terminology, spacing, serif construction, and flourishing are discussed.

Credits: 3

Every Fall

ART 174 Intermediate Calligraphy

An examination of the variations in weight, width, serif structure, size, and so on of roman and italic alphabets. Uncial and carolingian alphabets are introduced. Use of color and special papers and writing large are covered.

The pre-requisite of ART 173 is required.

Credits: 3

On Occasion

ART 175 Creative Handmade Books

The art of bookbinding and the book arts (including tooling, illumination, typographical design, papermaking and calligraphy) are explored through literary traditions, visual narratives and kinetic three-dimensional structures. Students discover a multitude of new media through these traditions and the innovations that have been explored by contemporary book artists.

Credits: 3

On Occasion

ART 176 Introduction to Printmaking

A hands on introductory class learning techniques of woodcut, linocut and monotype/ monoprint printing. An introduction to intaglio techniques of dry point, hard and soft ground etching, and aquatint is offered.

Credits: 3

Alternate Semesters

ART 177 Intermediate Printmaking

An examination of color and multi-plate printing and complex etching techniques. Students will concentrate on a technique of their choice.

The pre-requisite of ART 176 is required.

Credits: 3

Every Spring

ART 178 Advanced Printmaking

Students choose a special project and work with the instructor in its development.

The pre-requisites of ART 176 and ART 177 are required.

Credits: 3

On Occasion

ART 179 Digital Printmaking

The concepts and techniques of traditional printmaking and an introduction to the means and methods of digital art-making. Combining traditional printmaking with digital technologies, students link the formal qualities inherent in two-dimensional art-making with the non-linear spatial, ephemeral aspects of cyberspace. (Formerly ART 216.)

The pre-requisite of MA 118 or MA 124 is required.

Credits: 3

On Occasion

ART 182 Typography

Typography is the art of organizing letters in space and time. Students gain a familiarity with typographic terms and technologies; an understanding of classical and contemporary typographic forms; and ability to construct typographic compositions and systems; and an appreciation of typography as an expressive medium that conveys aesthetic, emotional, and intellectual meaning.

Credits: 3

On Occasion

ART 187 Portfolio Development

Preparation by the Art major for the senior thesis exhibition requirement. Students also prepare a portfolio and vita for job and graduate school applications. Photography of student work, framing and other display techniques are covered. Art minors may also elect this course.

Credits: 3

Every Fall

ART 189 Workshop in Glass Making

An introduction to the artistic possibilities of glass: glass blowing, casting, neon, cold technique. May be taken in subsequent semesters for credit.

Credits: 3

Every Semester

ART 194 Portfolio Review

Faculty mentors instruct students in the art of developing an effective portfolio for review by the Visual Arts faculty. May be taken in subsequent semesters for credit.

Credits: 1

Every Spring

ART 195 Honors Study

Honors study is designed to give outstanding students an opportunity to do independent work in their major under the guidance of a member of the faculty. There are no regular class meetings. To be eligible, students must have upper-junior or senior status, a cumulative quality-point ratio of 3.00 and a 3.25 ratio in their major subject, and the

permission of the Chair of the Department and the Dean. A total of six credits of Honors Study is the maximum allowed.

Credits: 3

Every Semester

ART 196 Honors Study

Honors study is designed to give outstanding students an opportunity to do independent work in their major under the guidance of a member of the faculty. There are no regular class meetings. To be eligible, students must have upper-junior or senior status, a cumulative quality-point ratio of 3.00 and a 3.25 ratio in their major subject, and the permission of the Chair of the Department and the Dean. A total of six credits of Honors Study is the maximum allowed.

Credits: 3

Every Semester

ART 197 Independent Study

Prerequisite: Permission of the Chair of the Department and the Dean.

Credits: 3

Every Semester

ART 198 Independent Study

Prerequisite: Permission of the Chair of the Department and the Dean.

Credits: 3

Every Semester

ART 217 Glass Blowing

An introduction to the process of glass blowing. Technique, artistic possibilities and glass history are covered.

Credits: 3

Every Semester

ART 1243 3D Computer Graphics I

An introductory level class in 3D Computer Graphics for film, video, games, print and the WEB. Students will learn basic modeling, texturing, scene design, digital cinematography and rendering using the latest hardware and software in the field. This class is a prerequisite for the 3D Animation, (MA 134.2) class, which is offered in the Spring. (Same as ART 124.3.)

Pre-requisite of MA 124 is required.

Credits: 3

Every Fall

ART 1281 Introduction to Color Photography

(Same as ART 128.1.) An exploration of color theory, film and darkroom techniques in printing color photographs. (Students must have a 35 mm camera with manual controls.)

Pre-requisite of MA 115/ART 115 is required.

Credits: 3

On Occasion

ART 1371 Advanced Potter's Wheel

Advanced exploration of the aesthetics, cultural philosophies and advanced techniques of the potter's wheel. Various firing methods and

development of a personal aesthetic is stressed.

Prerequisite ART 134.

Credits: 3

On Occasion

ART 1391 Intermediate Sculpture

An in-depth exploration of a specific sculpture material, such as wood, stone or metal. The use of tools specific to the material, drawings of the project, maquettes and finished projects are all explained.

The pre-requisite of ART 138 is required.

Credits: 3

On Occasion

ART 1501 Drawing I

A concentration on the fundamentals of drawing, perspective, light and shade. The traditional principles of drawing and the use of basic materials are stressed. No previous experience in drawing is required.

Credits: 3

Every Semester

ART 1521 Drawing II

An introduction to various media and materials. Students develop individual skills and an understanding of the representation of objects and the human form.

The pre-requisite of ART 150.1 is required.

Credits: 3

Every Spring

ART 1522 Drawing III

An advanced studio course using the figure and still life as subject matter. May be taken in one subsequent semester for credit.

The pre-requisite of ART 152.1 is required.

Credits: 3

Every Spring

ART 1531 Anatomical Drawing

Designed to instruct the student in human anatomy to teach the rendering of the human figure from an understanding of the underlying structure of the human body, rather than its surface qualities, i.e., the skeleton and musculature.

Credits: 3

On Occasion

ART 1541 Painting I

An introduction to the basic materials and their use: setting up the palette, mixing and using colors, beginning a painting. No previous experience in painting is required.

Credits: 3

Every Semester

ART 1741 Introduction to Non-Western Calligraphy

In this class the student will be introduced to a number of Non-Western writing systems, practiced by many in the United States, but not generally included in standard introductory courses. In learning to write from right to left, often in vertical

columns, instead of the traditional Western left-to-right horizontal fashion, the student will gain valuable insights. By discovering differing ways to see (and read) the picture plane, the student's educational experience will be enriched, and provide skills useful in other areas of the visual arts as well. Chinese, Arabic and Hebrew will be emphasized, with a focus on their diversities and surprising similarities.

Credits: 3

Every Spring

HONORS PROGRAM

The University Honors Program is a nationally recognized liberal arts program for undergraduate students in all disciplines at the Brooklyn Campus of the University. It is designed to assist students to become critical and independent thinkers. That goal is accomplished through an enriched core curriculum in small, seminar-style liberal arts classes that stress student participation and independent learning. The Honors Program also gives students freedom to design their own majors. Students interested in the Contract Major should meet with an Honors Director. Within the University, the Honors Program fosters an engaged community of learners, providing opportunities for intellectual support, social interaction, and leadership development.

The University Honors Program is also active in national organizations representing Honors students and undergraduate research. University Honors students are encouraged to shape their own education in a variety of ways. They may do so by taking a broad range of courses outside their areas of concentration, by attending national and regional conferences involving undergraduate research, and by participating in national and international seminars sponsored by Honors and its affiliate organizations.

B.A. in Interdisciplinary Major

Bachelor of Arts Core Requirements Skills/Proficiency Requirements

Completion of the skills/proficiency courses listed in the undergraduate bulletin depends solely on placement examination.

The Skills Proficiency Courses are:
DSM 01, DSM 09, ENG 13 or 13X, ENG 14 or 14X

DSM	01	Developmental Skills Mathematics 01	0.00
DSM	09	Developmental Skills Mathematics 09	0.00
ENG	13	English Composition	3.00
ENG	14	English Composition	3.00

Bachelor of Arts Core Curriculum Requirements

English Composition Core Requirement: Not required for Honors students registered for the Honors Sequence (HEG 21, 22; HHP 21, 22; HHI 21, 22)

ENG	16	English Composition	3.00
ENG	16X	English Composition for Nonnative Speakers	3.00

Core Seminar Requirement: COS 50 is not required for Honors students registered for the Honors Sequence

Speech Core Requirement: Honors students take HSP 21 or HSP 22

HSP	21	Political Rhetoric	3.00
HSP	22	Theater as Social Ritual	3.00

English Literature Core Requirement: Honors Students take HEG 21 and HEG 22

HEG	21	Literature of the Human Imagination	3.00
HEG	22	Literature of the Human Imagination	3.00

HSM 25, 26 are taken in conjunction with the Honors Sequence. Pass/Fail.

HSM	25	University Honors Seminar	0.00
HSM	26	University Honors Seminar	0.00

Philosophy Core Requirement: Honors students take HHP 21 and HHP 22

HHP	21	Human Values in Perspective	3.00
HHP	22	Human Values in Perspective	3.00

History Core Requirement: Honors students take HHI 21 and HHI 22

HHI	21	Perspectives on Human History	3.00
HHI	22	Perspectives on Human History	3.00

Social Science Core Requirement: Honors students take 6 credits in HPS 21, HSS 21, or HSS 22

HPS	21	Honors Psychology	3.00
HSS	21	Civilization and Social Institutions	3.00
HSS	22	Civilization and Social Institutions	3.00

Communication, Visual and Performing Arts Core Requirement: Honors students take HAR 21 or HAR 22

HAR	21	Art, Music, and Dance in Social Context	3.00
HAR	22	Art, Music, and Dance in Social Context	3.00

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

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

Orientation Seminar Core Requirement: Honors students must take OS1H.

Foreign Language Core: Honors student should consult their Honors advisor regarding their foreign language core requirements.

Honors Advanced Elective Requirement: Students who have completed the Honors

Sequence are required to take three 100-level Honors Advanced Elective seminars (9 credits) to complete the program. Students who transfer into Honors after completing the core requirements must take four 100-level Honors Advanced Elective seminars (12 credits) to complete the program.

B.S. in Interdisciplinary Major

Bachelor of Science Core Requirements

Skills/Proficiency Requirements Completion of the skills/proficiency courses listed in the undergraduate bulletin depends solely on placement examination.

The Skills Proficiency Courses are:
DSM 01, DSM 09, ENG 13 or 13X, ENG 14 or 14X

DSM	01	Developmental Skills Mathematics 01	0.00
DSM	09	Developmental Skills Mathematics 09	0.00
ENG	13	English Composition	3.00
ENG	14	English Composition	3.00

Bachelor of Science Core Curriculum Requirements

English Composition Core Requirement: Not required for Honors Students registered for the Honors Sequence (HEG 21, 22; HHP 21, 22; HHI 21, 22)

ENG	16	English Composition	3.00
ENG	16X	English Composition for Nonnative Speakers	3.00

Core Seminar Requirement: COS 50 is not required for Honors students registered for the Honors Sequence

Speech Core Requirement: Honors students take HSP 21 or HSP 22

HSP	21	Political Rhetoric	3.00
HSP	22	Theater as Social Ritual	3.00

English Literature Core Requirement: Honors Students take HEG 21 and HEG 22

HEG	21	Literature of the Human Imagination	3.00
HEG	22	Literature of the Human Imagination	3.00

HSM 25, 26 are taken in conjunction with the Honors Sequence. Pass/Fail.

HSM	25	University Honors Seminar	0.00
HSM	26	University Honors Seminar	0.00

Philosophy Core Requirement: Honors

students take HHP 21 and HHP 22

HHP	21	Human Values in Perspective	3.00
HHP	22	Human Values in Perspective	3.00

History Core Requirement: Honors students take HHI 21 and HHI 22

HHI	21	Perspectives on Human History	3.00
HHI	22	Perspectives on Human History	3.00

Social Science Core Requirement: Honors students take 6 credits in HPS 21, HSS 21, or HSS 22

HPS	21	Honors Psychology	3.00
HSS	21	Civilization and Social Institutions	3.00
HSS	22	Civilization and Social Institutions	3.00

Communication, Visual and Performing Arts Core Requirement: Honors students take HAR 21 or HAR 22

HAR	21	Art, Music, and Dance in Social Context	3.00
HAR	22	Art, Music, and Dance in Social Context	3.00

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

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

Orientation Seminar Core Requirement: Honors students must take OSIH.

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

Honors Advanced Elective Requirement:

Students who have completed the Honors Sequence are required to take three 100-level Honors Advanced Elective seminars (9 credits) to complete the program. Students who transfer into Honors after completing the core requirements must take four 100-level Honors Advanced Elective seminars (12 credits) to complete the program.

Honors Courses

HAR 21 Art, Music, and Dance in Social Context

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

period ~ and how and why they influenced the arts - will also be studied.

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

HAR 22 Art, Music, and Dance in Social Context

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

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

HEG 21 Literature of the Human Imagination

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

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

HEG 22 Literature of the Human Imagination

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

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

HHE 100 - 192 Honors Advanced Elective Seminar

An interdisciplinary seminar that engages students in explorations of unique topics proposed by faculty from departments and programs across the university and occasionally from members of the professional world. Seminar topics are first reviewed and approved by members of the University Honors Program and the Honors Advisory Board. Faculty teaching Honors Advanced Elective Seminars are encouraged to integrate experimental and non-traditional pedagogies into their courses, including field trips, workshops, and

student organized exercises. Topics change each semester.

Credits: 3
Every Semester

HHE 195 Honors Independent Study

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

Credits: 3
Every Fall

HHE 196 Honors Independent Study

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

Credits: 3
Every Spring

HHE 197 Honors Independent Study

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

Credits: 3
Every Fall

HHE 198 Honors Independent Study

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

Credits: 3
Every Spring

HHE 201 University Honors Special Project

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

Credits: 1 to 3
On Occasion

HHE 300 Honors Travel Seminar

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

Credits: 1
Every Spring

HHI 21 Perspectives on Human History

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

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

HHI 22 Perspectives on Human History

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

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

HHP 21 Human Values in Perspective

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

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

HHP 22 Human Values in Perspective

An introduction to classic texts and problems in the history of philosophy as well as an exploration of the leading traditions of ethical and social thought

from the early modern world to the present. This course encourages students to reflect on their own values in light of major ethical traditions and in relation to contemporary social issues. Taken in conjunction with Honors Literature (HEG 22) and Honors History (HHI 22). Satisfies the Philosophy and WAC requirements for graduation.

Student must be part of the Brooklyn Honors Student Group in order to register for the course.

Credits: 3
Every Spring

HLS 21 Honors Spanish

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

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

HLS 22 Honors Spanish

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

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

HPS 21 Honors Psychology

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

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

HSM 25 University Honors Seminar

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

Student must be part of the Brooklyn Honors Student Group in order to register for the course.
Credits: 0

Every Fall

HSM 26 University Honors Seminar

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

Student must be part of the Brooklyn Honors Student Group in order to register for the course.
Credits: 0
Every Spring

HSM 109 Experiential Methods Seminar

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

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

HSM 110 Experiential Methods Seminar

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

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

HSP 21 Political Rhetoric Seminar

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

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

HSP 22 Theatre as Social Ritual

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

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

HSS 21 Civilization and Social Institutions

An introduction to social science. HSS 21 combines disciplinary approaches from the various

social sciences (e.g., Anthropology, Economics, Sociology, Political Science) to provide students with an understanding of social science methodology, including the use of surveys, statistical models, and comparative/ cross-cultural analysis. Satisfies social science requirement for graduation.

Student must be part of the Brooklyn Honors Student Group in order to register for the course.

Credits: 3

Every Fall

HSS 22 Civilization and Social Institutions

An introduction to social science. HSS 22 introduces students to the major economic, political, historical, and social influences that have shaped American culture with the aim of defining problems and methods in the social sciences. Satisfies social science requirement for graduation.

Student must be part of the Brooklyn Honors Student Group in order to register for the course.

Credits: 3

Every Spring

CORE SEMINAR COURSE

COS 50 Idea Of The Human

The Idea of the Human: An interdisciplinary course, providing a common intellectual experience with writing-intensive dimensions, that explores ideas of the human and the human condition. Questions dealt with concern what we believe makes us human; how we perceive ourselves, others and the world around us; the role of creativity in the human experience; and the nature of the social context in considering all of these. Sections are organized into clusters of two to four working as a team and meet in a combined class at least once a month. These cohorts explore off-campus sites on small group fieldtrips. Satisfies core requirements, is one of two WAC courses outside the major required for graduation, and culminates in a research project.

The pre-requisite of ENG 16 or ENG 16X is required.

Credits: 3

Every Semester

DEVELOPMENT SKILLS COURSES

DSM 01 Developmental Skills Mathematics 01

An intensive background course designed for students with little or no mathematics background. Fundamental arithmetic operations to college algebra are taught. Regular workshops supplement classroom lectures and discussions. Departmental final examination. Four classroom hours per week, two one-hour workshops per week. Letter grades and U. Non-credit. This course has an additional fee. Offered every semester.

Credits: 0

Every Semester

DSM 09 Developmental Skills Mathematics 09

An overview of arithmetic and algebraic operations, systems of equations, inequalities and sets. Four classroom hours per week, two one-hour workshops per week. Letter grades and U. This course has an additional fee. Offered every semester. Pre-requisite: DSM 01 or placement exam. Non-credit.

The pre-requisite of DSM 01 is required or the placement exam.

Credits: 0

Every Semester

COOPERATIVE EDUCATION COURSES

COOP 1 Career Readiness

The main objective of Coop 1 is to empower students to begin the process of developing their career. In this class, students learn and practice the various elements needed to be successful in any profession. The curriculum includes self-assessments, career research, job-search strategies, resume writing, interview skills and professionalism. Open to upper-Freshmen through upper-Senior. Prerequisite: Orientation Seminar I, ENG 16 or the equivalent, or permission of the Director. One credit.

The pre-requisites of OS 1 and ENG 16 or the equivalents are required, or permission of the Director.

Credits: 1

Every Fall, Spring and Summer

COOP 2 Professional Development

An integrative seminar offered to students during or immediately after their cooperative education placement or supervised fieldwork internship. It introduces them to the culture of the workplace, helps them assess the level of their performance, and provides them with an analytical framework within which to relate the practical world of professional work to the theoretical world of academic learning. Students in all majors and in all kinds of field placements join in a cross-disciplinary approach to experience-enriched education. Scholarship support is available for qualified registered applicants. A prerequisite for advanced field placements.

Credits: 3

Every Fall, Spring and Summer

COOP 99 Field Placement

Placement of students in cooperative education or internship positions related to their academic major or career to enable students to integrate classroom learning with practical job experience. Opportunities are offered, in business, government, service and cultural organizations. May be repeated in subsequent semesters. Pass/Fail only. Non-credit. Prerequisite: COOP 1 or permission of the Assistant Dean of Career Services; Open only to

sophomores, juniors and seniors.

Credits: 0

Every Fall, Spring and Summer

ORIENTATION SEMINAR COURSES

OS 1 The University: Discovery and Change

All incoming freshman are programmed for Orientation Seminar 1, an interactive and informative course that is designed to provide students with the foundation necessary to thrive in their academic ventures. Meeting twice a week for 50 minutes, students engage in lively workshops that help develop the academic, professional and life skills necessary for success in their first year at Long Island University's Brooklyn Campus. Extending beyond the classroom setting, OS 1 instructors serve as personal guides and mentors for students throughout their entire first year of college. Pass/Fail only.

Credits: 1

Every Fall and Spring

OS 1C The University: Discovery and Change

OS 1C is a specially designated OS 1 class designed for Academic Career Exploration program participants. All incoming freshman are programmed for Orientation Seminar 1, an interactive and informative course that is designed to provide students with the foundation necessary to thrive in their academic ventures. Meeting twice a week for 50 minutes, students engage in lively workshops that help develop the academic, professional and life skills necessary for success in their first year at Long Island University's Brooklyn Campus. Extending beyond the classroom setting, OS 1 instructors serve as personal guides and mentors for students throughout their entire first year of college. Required of all freshman students and transfer students with fewer than 24 credits. Pass/Fail only.

Credits: 1

Every Fall and Spring

OS 1G University-Disc/Chng

OS 1G is a specially designated OS 1 class designed for the Plan for Academic Success students. All incoming freshman are programmed for Orientation Seminar 1, an interactive and informative course that is designed to provide students with the foundation necessary to thrive in their academic ventures. Meeting twice a week for 50 minutes, students engage in lively workshops that help develop the academic, professional and life skills necessary for success in their first year at Long Island University's Brooklyn Campus. Extending beyond the classroom setting, OS 1 instructors serve as personal guides and mentors for students throughout their entire first year of college. Pass/Fail only.

Credits: 1

Every Fall and Spring

OS 1H University-Disc/Chng

OS 1H is a specially designated OS 1 class designed for University Honors Program students. All incoming freshman are programmed for Orientation Seminar 1, an interactive and informative course that is designed to provide students with the foundation necessary to thrive in their academic ventures. Meeting twice a week for 50 minutes, students engage in lively workshops that help develop the academic, professional and life skills necessary for success in their first year at Long Island University's Brooklyn Campus. Extending beyond the classroom setting, OS 1 instructors serve as personal guides and mentors for students throughout their entire first year of college. Pass/Fail only.

Credits: 1

Every Fall and Spring

OS 1S University-Disc/Chng

OS 1S is a specially designated OS 1 class designed for NCAA Division 1 student-athletes. All incoming freshman are programmed for Orientation Seminar 1, an interactive and informative course that is designed to provide students with the foundation necessary to thrive in their academic ventures. Meeting twice a week for 50 minutes, students engage in lively workshops that help develop the academic, professional and life skills necessary for success in their first year at Long Island University's Brooklyn Campus. Extending beyond the classroom setting, OS 1 instructors serve as personal guides and mentors for students throughout their entire first year of college. Pass/Fail only.

Credits: 1

Every Fall and Spring

OS 1T The University: Discovery and Change

OS 1T is a specially designated OS 1 class designed for transfer students with fewer than 24 credits. All incoming freshman are programmed for Orientation Seminar 1, an interactive and informative course that is designed to provide students with the foundation necessary to thrive in their academic ventures. Meeting twice a week for 50 minutes, students engage in lively workshops that help develop the academic, professional and life skills necessary for success in their first year at Long Island University's Brooklyn Campus. Extending beyond the classroom setting, OS 1 instructors serve as personal guides and mentors for students throughout their entire first year of college. Required for transfer students with fewer than 24 credits. Pass/Fail only.

Credits: 1

Every Fall and Spring

SCHOOL OF BUSINESS, PUBLIC ADMINISTRATION AND INFORMATION SCIENCES

The School of Business, Public Administration and Information Sciences at Long Island University's Brooklyn Campus prepares students for professional careers in business and government. In addition to excellence in teaching, the depth and variety of academic study options and professional enrichment offerings combine to create a dynamic learning environment that provides students with the stimulation, networking opportunities, diversity and inspiration required for true academic success and professional development. Students are engaged and challenged by an internationally recognized faculty. Small classroom environments allow the students to better gain knowledge, skills and values in their study areas, as well as to develop the ability to evaluate current and emerging global issues and opportunities. Students' experiential learning includes multidisciplinary teamwork, case studies and consulting projects, all of which have helped our students gain national recognition and placement in top firms and government agencies.

The School of Business, Public Administration and Information Sciences offers the degrees of Associate in Applied Science in Business Administration; Bachelor of Science in Accounting, Computer Science, Finance, Management, and Marketing; accelerated Bachelor of Science/Master of Science in Accounting; Master of Business Administration (M.B.A.) with concentrations in Finance, Management, International Business, Management Information Systems, Human Resource Management, and Marketing; Master of Business Administration in Accounting (M.B.A. Accounting); Master of Science in Accounting; Master of Science in Human Resource Management; Master of Science in Taxation; Master of Science in Computer Science; Master of Public Administration (M.P.A.) with tracks in Public Administration and Health Administration; and Advanced Certificates in Gerontology Administration and Non-Profit Management; and a collaborative program leading to the United Nations Advanced Certificate and Master of Public Administration.

Undergraduate programs in the School of Business, Public Administration and Information Sciences lead to the Bachelor of Science and the Associate in Applied Science. The accelerated Bachelor of Science/Master of Science leads to the Master of Science Degree. The School consists of four academic units, of which three offer undergraduate and dual degrees: Department of Accounting, Taxation and Law; Department of Computer Science, and Department of Managerial Sciences. These departments offer minors which are available to the School of Business students and Long Island University's Brooklyn Campus students. Students may choose one of the following minors: Accounting, Computer Science, Entrepreneurship, Finance, Management, Marketing, and Technology.

The School consists of four academic units which offer graduate degrees: Department of Accounting, Taxation and Law; Department of Computer Science; Department of Managerial Sciences; and Public Administration.

For information, please contact the Dean's Office at 718-488-1070, fax 718-488-1125, email us at business@brooklyn.liu.edu, or visit the website at www.liu.edu/brooklyn/business.

Mohammed Ghriga

Dean

mohammed.ghriga@liu.edu**Linette Williams**

Assistant Dean

linette.williams@liu.edu

Mission Statement

The mission of the School of Business, Public Administration and Information Sciences at Long Island University’s Brooklyn Campus is to academically and professionally prepare undergraduate and graduate students for successful lives in a global society, as well as for meaningful careers in business, commerce, public service and technology.

The goal of undergraduate education is to provide a systems approach to academic preparation in fields related to the conduct of business including: accounting, management, marketing, finance, banking and computer science. At the graduate level, the goal is to provide advanced knowledge preparation to address the challenges of the global economy and to furnish the skill sets and research tools needed for management positions as well as for those positions that call for professional responsibility in the private, public and non-government organization sectors of the world economy.

To support its mission, the School of Business, Public Administration and Information Sciences has developed a learning environment that promotes the globalization of both undergraduate and graduate curricula, such that graduates are prepared for local, national and global opportunities.

The School of Business also strongly supports students in the integration of appropriate technologies, enabling them to use computer software applications, online services and the internet to facilitate knowledge acquisition, communication, and research and analysis that is relevant to business, government and professional pursuits.

Academic Policies

Probation/Unsatisfactory Grades

Students are expected to maintain at least a 2.00 cumulative grade-point average in any of the undergraduate programs of the School. Students enrolled in the Bachelor of Science/Master of Science are expected to maintain a minimum of 3.0 cumulative grade-point average. Students who do not maintain this standard will be placed on probation. The Academic Standing Committee will make a recommendation to the Dean concerning the student’s potential to successfully complete the program. The Dean will make the final disposition of the case.

Plagiarism

Plagiarism is a practice that is not only unacceptable, but which is to be condemned in the strongest terms possible on the basis of moral, educational and legal grounds. Under University policy, plagiarism may be punishable by a range of penalties up to and including failure in an individual course and/or expulsion from the School of Business, Public Administration and

Information Sciences and the University.

Application for Degree

A candidate for graduation is expected to file a degree application well in advance of Commencement and to notify the Registrar of his or her expected date of graduation by the deadline specified in the Academic Calendar.

Academic Advisement and Career Counseling

The School of Business, Public Administration, and Information Sciences provides professional academic advisement and career counseling to assist all students in academic planning and career preparation for all programs of the School. The School of Business, Public Administration and Information Sciences Advisement Office can be reached by phone at (718) 488-1121 or e-mail at joan.pierre@liu.edu. The advisers are located in the Humanities Building 700.

DEPARTMENT OF ACCOUNTING, TAXATION AND LAW

Professor Fischman (Chair)

Professors Emeriti Canavan, Lee, Rochlin, Wolitzer

Associate Professor Scerbinski

Assistant Professor Morgan-Thomas

Adjunct Faculty: 11

Accountants provide financial information for evaluating the present and planned activities of companies and organizations. Accounting prepares those planning a career in business with a solid, yet versatile professional background. The field offers employment opportunities in a wide variety of areas. Every company, regardless of its size or structure, has an accounting function and employs the services of certified public accountants, auditors, tax advisors, financial managers and consultants. According to the U.S. Department of Labor’s Bureau of Labor Statistics, accounting jobs are expected to grow nearly 22% by 2018.

Accountants evaluate past performances of companies and make recommendations for improved performance. It’s the accountant’s responsibility to devise effective cost-cutting strategies aimed at improving an organization’s overall performance. They are essential to the effective operations of businesses, government agencies and not-for-profit organizations.

The Department of Accounting, Taxation and Law offers two degrees and a minor in Accounting. One is a four-year Bachelor of Science in Accounting for students planning on careers in banking, government, industry, or public accounting. The second degree is the five-year combined Bachelor of Science/Master of Science program designed to prepare students for current and future requirements for CPA licensure. In addition, the department offers an Accounting minor available to the School of Business students

and Long Island University’s Brooklyn Campus students.

B.S. in Accounting

The B.S. in Accounting prepares students for acceptance into various master’s programs and for employment in either the public, private, government or not-for-profit sectors in addition to entry-level positions in business, financial and accounting firms. Students learn essential skills in financial and managerial accounting, taxation and auditing. The curriculum provides a systems approach to prepare students to be technically competent, alert to ethical issues and able to adapt to changes in technology, regulation and globalization.

B.S. in Accounting School of Business Core Requirements

School of Business Liberal Arts Core Requirements:

English Composition Core: 3 Credits

ENG	16	English Composition	3.00
ENG	16X	English Composition for Nonnative Speakers	3.00

Core Seminar Requirement: 3 Credits

COS	50	Idea Of The Human	3.00
-----	----	-------------------	------

English Literature Core Requirement: 6 Credits

ENG	61	European Literatures I	3.00
ENG	62	European Literatures II	3.00
ENG	63	American Literatures	3.00
ENG	64	Non-Western Literatures	3.00
HEG	21	Literature of the Human Imagination	3.00
HEG	22	English Literature of the Human Imagination	3.00

History Core Requirement: 6 Credits

HIS	1	History of Civilizations to 1500	3.00
HIS	2	History of Civilizations Since 1500	3.00

Economics Core Requirement: 6 Credits

ECO	1	Introduction to Economics	3.00
ECO	2	Introduction to Economics	3.00

Math Core Requirement: 3 Credits

MTH	16	Finite Mathematics	3.00
-----	----	--------------------	------

Orientation Seminar Requirement: 1 Credit

OS	1	The University: Discovery and Change	1.00
----	---	--------------------------------------	------

Philosophy Core Requirement: 6 Credits

PHI	61	Philosophical Explorations I	3.00
PHI	62	Philosophical Explorations II	3.00

Speech Core Requirement: 3 Credits

SPE	3	Oral Communication	3.00
-----	---	--------------------	------

Science Core Requirement: 10 Credits

BIO	22	Biology and Modern Technology	3.00
CHM	21	Chemistry and Modern Technology	3.00
PHY	20	The Physical Universe	4.00

School of Business Liberal Arts

Elective Requirements:

Introductory Arts and Sciences Electives: 6 credits

Any Introductory or Advanced Courses Offered By Conolly College

Advanced Arts and Sciences Electives: 9 credits

Any Advanced Courses (Numbered over 100) Offered By Conolly College

Advanced Credit Requirement

Minimum of 48 advanced credits is required.

Courses numbered above 100 offered by Conolly College and numbered above 102 by the School of Business, Public Administration and Information Sciences must be taken to meet the Advanced Credit Requirement.

Undergraduate Business Core

Requirements

The following eleven (11) courses are required:

ACC	101	Principles of Accounting I	3.00
ACC	102	Principles of Accounting II	3.00
FIN	101	Financial Markets and Institutions	3.00
FIN	102	Introduction to Corporate Finance	3.00
LAW	101	Introduction to Law and Legal Reasoning	3.00
LAW	102	The Legal Environment of Business	3.00
MAN	101	Principles of Management	3.00
MAN	131	Managerial Communications	3.00
MKT	101	The Fundamentals of Marketing	3.00
QAS	128	Business Statistics I	3.00
QAS	129	Business Statistics II	3.00

Computer Science Core: 3 Credits

CS	9B	Spreadsheets	1.00
CS	9E	Advanced Word Processing	1.00
CS	9K	Advanced Spreadsheets	1.00
OR			
CS	101	Fundamentals of Computer Science and Information Sciences	3.00

Accounting Bachelor of Science

Major Requirements:

Major Grade Point Average (GPA): Minimum 2.0 Major GPA Required

Accounting Major Requirement: 27 Credits

Must Complete all 9 courses listed below:

ACC	121	Intermediate Accounting I	3.00
ACC	122	Intermediate Accounting II	3.00
ACC	129	Accounting Information Systems	3.00
ACC	131	Management Accounting	3.00
ACC	138	Advanced Accounting	3.00
ACC	142	Auditing	3.00
ACC	145	Federal Income Tax	3.00
ACC	154	Contemporary Topics in Accounting	3.00
FIN	115	Analysis of Financial Statements	3.00

Advanced Business Elective: 3 Credits

1 Advanced Business Course Numbered Over 102

Total Degree Credit Requirement: 128 Credits

B.S. /M.S. in Accounting

The B.S. /M.S. in Accounting degree expands the undergraduate's accounting knowledge through graduate coursework emphasizing practical application of accounting theory in the complexities of today's international economic environment. This program meets the 150-hour Certified Public Accountant licensing requirements in New York State as well as in other states.

Dual B.S./M.S. in Accounting School of Business Core Requirements

School of Business Liberal Arts Core Requirements:

English Composition Core: 3 Credits			
ENG	16	English Composition	3.00
ENG	16X	English Composition for Nonnative Speakers	3.00

Core Seminar Requirement: 3 Credits

COS	50	Idea Of The Human	3.00
-----	----	-------------------	------

English Literature Core Requirement: 6 Credits

ENG	61	European Literatures I	3.00
ENG	62	European Literatures II	3.00
ENG	63	American Literatures	3.00
ENG	64	Non-Western Literatures	3.00
HEG	21	Literature of the Human Imagination	3.00
HEG	22	English Literature of the Human Imagination	3.00

History Core Requirement: 6 Credits

HIS	1	History of Civilizations to 1500	3.00
HIS	2	History of Civilizations Since 1500	3.00

Economics Core Requirement: 6 Credits

ECO	1	Introduction to Economics	3.00
ECO	2	Introduction to Economics	3.00

Math Core Requirement: 3 Credits

MTH	16	Finite Mathematics	3.00
-----	----	--------------------	------

Orientation Seminar Requirement: 1 Credit

OS	1	The University: Discovery and Change	1.00
----	---	--------------------------------------	------

Philosophy Core Requirement: 6 Credits

PHI	61	Philosophical Explorations I	3.00
PHI	62	Philosophical Explorations II	3.00

Speech Core Requirement: 3 Credits

SPE	3	Oral Communication	3.00
-----	---	--------------------	------

Science Core Requirement: 10 Credits

BIO	22	Biology and Modern Technology	3.00
CHM	21	Chemistry and Modern Technology	3.00
PHY	20	The Physical Universe	4.00

School of Business Liberal Arts

Elective Requirements:

Arts and Sciences Electives: 7 credits

Any Introductory or Advanced Courses Offered By Conolly College

Undergraduate Business Core

Requirements

The following ten (10) courses are required:

ACC	101	Principles of Accounting I	3.00
ACC	102	Principles of Accounting II	3.00

FIN	101	Financial Markets and Institutions	3.00
FIN	102	Introduction to Corporate Finance	3.00
LAW	101	Introduction to Law and Legal Reasoning	3.00
LAW	102	The Legal Environment of Business	3.00
MAN	101	Principles of Management	3.00
MAN	131	Managerial Communications	3.00
MKT	101	The Fundamentals of Marketing	3.00
QAS	128	Business Statistics I	3.00
Computer Science Core: 3 Credits			
CS	9B	Spreadsheets	1.00
CS	9E	Advanced Word Processing	1.00
CS	9K	Advanced Spreadsheets	1.00
OR			
CS	101	Fundamentals of Computer Science and Information Sciences	3.00

Accounting BS/MS Requirements

BS/MS Accounting Major Grade Point Average (GPA): Minimum 3.0 Major GPA Required

Accounting, Finance, and Taxation Requirements: 48 Credits

Must Complete all 16 courses listed below:

ACC	121	Intermediate Accounting I	3.00
ACC	122	Intermediate Accounting II	3.00
ACC	129	Accounting Information Systems	3.00
ACC	131	Management Accounting	3.00
ACC	138	Advanced Accounting	3.00
ACC	142	Auditing	3.00
ACC	154	Contemporary Topics in Accounting	3.00
ACC	712	Accounting Information Systems	3.00
ACC	720	Not-for-Profit/Government Accounting	3.00
ACC	742	Financial Statement Analysis	3.00
ACC	752	Advanced Auditing	3.00
ACC	765	Accounting and Reporting I	3.00
ACC	766	Accounting and Reporting II	3.00

FIN	115	Analysis of Financial Statements	3.00
TAX	716	Federal Income Tax Principles	3.00
TAX	722	Corporate Taxation	3.00

Additional Required Graduate Courses: 15 Credits

MBA, ACC or TAX		Any Advanced Business, Accounting or Taxation Course	3.00
ECO	600	Graduate Economics level Course	3.00
ACC or TAX	700	Any Advanced level Accounting or Taxation Course	3.00
ACC or TAX	700	Any Advanced level Accounting or Taxation Course	3.00
ACC or TAX	700	Any Advanced level Accounting or Taxation Course	3.00

Total Degree Credit Requirement: 150 Credits

Minor in Accounting

Accounting Minor

The Accounting Minor is designed to provide students with an extended background in accounting to compliment their major. Accounting, at the core of all business, is critical for any other field in business as well as of interest to students from various disciplines leading to positions in government, not for profits, and corporations.

The Accounting Minor requires the following 15 credits:

ACC	101	Principles of Accounting I	3.00
ACC	102	Principles of Accounting II	3.00
ACC	121	Intermediate Accounting I	3.00
ACC	129	Accounting Information Systems	3.00
ACC	131	Management Accounting	3.00

Accounting Courses

ACC 101 Principles of Accounting I

An introduction to the fundamental principles and theory of the accounting applied to business organizations. Topics covered during the semester include the balance sheet, income statement, and the principles required to understand financial accounting information. Consideration is given to the recording process, income determination, and the effect of accounting concepts on financial

statements.

Credits: 3

Every Fall and Spring

ACC 101W Principles of Accounting-Lab

The workshop reinforces the accounting principles, theories and applications, covered in Accounting 101. In addition, the lab/workshop is meant to help students with reading comprehension in the accounting field, critical thinking, problem solving, and to promote team work through guided studies. It is a Pass/Fail workshop. Special Fee: \$125.00.

Credits: 0

Every Fall and Spring

ACC 102 Principles of Accounting II

The second course on accounting fundamentals. Building upon Accounting 101, the course covers additional topics in financial statement development and how cost relationships affect management planning and supervising. Case analysis is utilized to provide a solid foundation in the principles of accounting.

The pre-requisite of ACC 101 is required.

Credits: 3

Every Fall and Spring

ACC 102W Principles of Accounting-Lab

The workshop reinforces the accounting principles, theories and applications, covered in Accounting 102. In addition, the lab/workshop is meant to help students with reading comprehension in the accounting field, critical thinking, problem solving, and to promote team work through guided studies. It is a Pass/Fail workshop. Special fee: \$125.00.

Credits: 0

Every Fall and Spring

ACC 120 Not-for-Profit/ Governmental Accounting

A study of budgeting, planning and reporting for nonprofit organizations, government agencies, hospitals and educational institutions. Fund accounting principles are covered.

The pre-requisites of ACC 101 and 102 are required.

Credits: 3

On Occasion

ACC 121 Intermediate Accounting I

An in-depth study of concepts of financial accounting and income determination; analysis of current accounting theory.

The pre-requisites of ACC 101 and 102 are required.

Credits: 3

Every Fall and Spring

ACC 122 Intermediate Accounting II

The course continues Accounting 121 and includes topics such as stockholder equity, retained earnings, earnings per share, stock options, revenue recognition, accounting changes and error analysis, statement of cash flows and full disclosure in financial reporting.

The pre-requisites of ACC 121 and FIN 101 are required.

Credits: 3

Every Fall and Spring

ACC 129 Accounting Information Systems

A study of the principles of computerized accounting, databases, and the way information flows through accounting systems. This course develops an understanding of accounting information, information technology, operational support and internal control.

The pre-requisites of ACC 101 and 102 are required.

Credits: 3

Every Fall and Spring

ACC 131 Management Accounting

A study of the principles of cost accounting in relation to managerial usage. Job order cost systems are developed, and direct costing, relevant costing, profit planning and budgeting are considered. Students will learn to relate these topics to real world businesses.

The pre-requisite of ACC 122 is required.

Credits: 3

Every Fall

ACC 138 Advanced Accounting

A study of consolidated financial statements, international accounting, partnerships, governmental accounting, bankruptcy, and other advanced topics.

The pre-requisite of ACC 122 is required.

Credits: 3

Every Fall and Spring

ACC 142 Auditing

This course provides an introduction to auditing, including basic concepts, techniques, and audit applications. The course covers a review of standards and procedures currently used by independent public accountants in examining financial statements and their applications in report preparation. The ethical concepts and requirements of the profession are reviewed together with an overview of the legal responsibilities of audit professionals.

The pre-requisites of ACC 121, 122, 129, 131 and 138 are all required.

Credits: 3

Every Fall and Spring

ACC 145 Federal Income Tax

This course is an introduction to basic federal tax. The application of federal requirements to individual tax returns is considered. The study of tax law will cover topics concerning income recognition, exclusions, property transactions, including capital gains and losses, and tax computations.

The pre-requisites of ACC 131 and 138 are required.

Credits: 3

Every Fall and Spring

ACC 154 Contemporary Topics in Accounting

A study of ethics, regulation, emerging issues and other topics relevant to contemporary accounting.

The pre-requisites of ACC 131 and 138 are required.

Credits: 3

Alternate Semesters

ACC 193 Independent Study

For those students in the last semester of their senior year who require one to three credits to meet minimum requirements for graduation. Students must complete an Application for Independent Study to be approved by the Department Chair and the Dean. Students are assigned to a faculty member who supervises the Independent Study course or project. Student may be required to write a research paper in addition to all other course requirements.

Credits: 3

On Demand

ACC 195 Honors Study

Honors study is designed to give outstanding students an opportunity to do independent work in their major under the guidance of a member of the faculty. There are no regular class meetings. To be eligible, a student must have upper junior or senior status; 12 credits in one of the majors of the School of Business, Public Administration and Information Sciences; a cumulative quality-point ratio of 3.0 and a 3.25 ratio in the major subject; the permission of the Chair of the Department and the Dean. Students must complete an Application for Honors Study outlining the research project or independent work to be undertaken and the name of the supervising faculty member. A total of six credits of Honors Study is the maximum allowed.

Credits: 3

On Demand

ACC 196 Honors Study

Honors study is designed to give outstanding students an opportunity to do independent work in their major under the guidance of a member of the faculty. There are no regular class meetings. To be eligible, a student must have upper junior or senior status; 12 credits in one of the majors of the School of Business, Public Administration and Information Sciences; a cumulative quality-point ratio of 3.0 and a 3.25 ratio in the major subject; the permission of the Chair of the Department and the Dean. Students must complete an Application for Honors Study outlining the research project or independent work to be undertaken and the name of the supervising faculty member. A total of six credits of Honors Study is the maximum allowed.

Credits: 3

On Demand

Law Courses

LAW 101 Introduction to Law and Legal Reasoning

An introduction to law and the legal system, the case method of study, and legal reasoning. Topics covered are intentional torts, negligence, contracts, agency, employment law and the Uniform Commercial Code, particularly the law of sales and commercial paper.

Credits: 3

Every Fall and Spring

LAW 102 The Legal Environment of Business

Personal and real property law. The study of partnerships, limited liability companies, corporations, bailments and other forms of business organization, including an introduction to securities law. Also covered are insurance, suretyship, bankruptcy, estates and trusts, and an accountant's professional responsibility.

Pre-requisite of LAW 101 is required.

Credits: 3

Every Fall and Spring

DEPARTMENT OF COMPUTER SCIENCE

Professor Rodriguez

Professors Emeriti Edelson, Vasilaky

Associate Professors Ghriha (Dean), P. Chung (Chair), League

Adjunct Faculty: 9

In the global marketplace, no company or organization can exist without computers and technology. Companies rely on highly skilled and technically adept people to maintain software and hardware and provide support. New uses for computers emerge continuously and the potential for technology is unlimited. The outlook for continued technological development is positive, especially in the fields of communication, transportation, biotechnology, and service industries. Wireless technology, broadband and security technology are all growing fields and technology skills are still in high demand in the government and military, health care and pharmaceuticals. As computer applications expand, jobs for system analysts, computer scientists, and database and network administrators are expected to be among the fastest growing occupations. The Department's primary goal is to instill in students sound analytical reasoning in the latest technologies so that they have long, successful careers in fields that are continually evolving and that offer a broad array of professional opportunities.

The Department of Computer Science offers the Bachelor of Science in Computer Science and two minors in Computer Science and Technology,

which are available to the School of Business students and Long Island University's Brooklyn Campus students.

B.S. in Computer Science

The B.S. in Computer Science degree focuses on the concepts and techniques used in the design and the development of advanced software systems, network designs and systems administration. Students in this program explore the conceptual foundations of computer science – its fundamental algorithms, programming languages, operating systems and software engineering techniques. In addition, they can choose from innovative electives, including artificial intelligence, database systems, graphical user interfaces, game development, e-commerce and computer networks, and system and network administration among others. As with the introductory sequence, these advanced courses stress hands-on learning. The B.S. in Computer Science prepares students for careers as system analysts, computer programmers, database administrators, network administrators, software developers, and many other technology-oriented careers.

Computer Science majors are required to obtain at least a C- grade in Computer Science 101 and Computer Science 102. A Computer Science major who receives below a C- in Computer Science 101 may not advance to Computer Science 102 unless the student repeats the course and obtains a grade of C- or better. A Computer Science major who receives below a C- in Computer Science 102 may not continue in the major unless the student repeats the course and obtains a grade of C- or better. A 2.5 grade point average in all computer courses is required in order to graduate from this program.

B.S. in Computer Science

School of Business Core

Requirements

School of Business Liberal Arts Core

Requirements:

English Composition Core: 3 Credits

ENG	16	English Composition	3.00
ENG	16X	English Composition for Nonnative Speakers	3.00

Core Seminar Requirement: 3 Credits

COS	50	Idea Of The Human	3.00
-----	----	-------------------	------

English Literature Core Requirement: 6 Credits

ENG	61	European Literatures I	3.00
ENG	62	European Literatures II	3.00
ENG	63	American Literatures	3.00
ENG	64	Non-Western Literatures	3.00

HEG	21	Literature of the Human Imagination	3.00
-----	----	-------------------------------------	------

HEG	22	English Literature of the Human Imagination	3.00
-----	----	---	------

History Core Requirement: 6 Credits

HIS	1	History of Civilizations to 1500	3.00
-----	---	----------------------------------	------

HIS	2	History of Civilizations Since 1500	3.00
-----	---	-------------------------------------	------

Economics Core Requirement: 6 Credits

ECO	1	Introduction to Economics	3.00
-----	---	---------------------------	------

ECO	2	Introduction to Economics	3.00
-----	---	---------------------------	------

Math Core Requirement: 3 Credits

MTH	16	Finite Mathematics	3.00
-----	----	--------------------	------

Orientation Seminar Requirement: 1 Credit

OS	1	The University: Discovery and Change	1.00
----	---	--------------------------------------	------

Philosophy Core Requirement: 6 Credits

PHI	61	Philosophical Explorations I	3.00
-----	----	------------------------------	------

PHI	62	Philosophical Explorations II	3.00
-----	----	-------------------------------	------

Speech Core Requirement: 3 Credits

SPE	3	Oral Communication	3.00
-----	---	--------------------	------

Science Core Requirement: 10 Credits

BIO	22	Biology and Modern Technology	3.00
-----	----	-------------------------------	------

CHM	21	Chemistry and Modern Technology	3.00
-----	----	---------------------------------	------

PHY	20	The Physical Universe	4.00
-----	----	-----------------------	------

School of Business Liberal Arts Elective Requirements:

Introductory Arts and Sciences Electives: 9 credits

Any Introductory or Advanced Courses Offered By Conolly College

Advanced Arts and Sciences Electives: 6 credits

Any Advanced Courses (Numbered over 100) Offered By Conolly College

Advanced Credit Requirement

Minimum of 48 advanced credits is required.

Courses numbered above 100 offered by Conolly College and numbered above 102 by the School of Business, Public Administration and Information Sciences must be taken to meet the Advanced Credit Requirement.

Undergraduate Business Core

Requirement: 6 Credits

MAN	131	Managerial Communications	3.00
-----	-----	---------------------------	------

QAS	128	Business Statistics I	3.00
-----	-----	-----------------------	------

Computer Science Required Core: 27 Credits

Major Grade Point Average (GPA): Minimum 2.5 Major GPA Required

The following courses are required:

CS	101	Fundamentals of Computer Science and Information Sciences	3.00
----	-----	---	------

CS	102	Programming I	3.00
----	-----	---------------	------

CS	117	Programming II	3.00
----	-----	----------------	------

CS	118	Computer Architecture	3.00
----	-----	-----------------------	------

CS	130	Algorithms and Data Structures I	3.00
----	-----	----------------------------------	------

CS	132	Discrete Structures in Computer Science	3.00
----	-----	---	------

CS	150	Operating Systems	3.00
----	-----	-------------------	------

CS	164	Software Engineering	3.00
----	-----	----------------------	------

Of the following courses only one is required:

CS	161	Object-Oriented Programming	3.00
----	-----	-----------------------------	------

CS	162	Artificial Intelligence I	3.00
----	-----	---------------------------	------

Advanced Computer Science Electives: 18 Credits

Any Computer Science Courses numbered over 102

Business or Computer Science Electives: 15 Credits

Any Introductory or Advanced Courses Offered By School of Business

Total Degree Credit Requirement: 128 Credits

Minor in Computer Science

Computer Science Minor

The Computer Science Minor is designed to give the student of any discipline an excellent working knowledge of the field of computer science. A student with a minor in Computer Science will be able to integrate the practices of his or her major field of study with the growing area of computers. The minor gives the student a complete background knowledge of effective programming techniques and tools available to those working in the computer field.

The Computer Science Minor requires the following 18 credits:

CS	101	Fundamentals of Computer Science and Information Systems	3.00
----	-----	--	------

CS	102	Programming I	3.00
----	-----	---------------	------

CS	117	Programming II	3.00
----	-----	----------------	------

CS	118	Computer Architecture	3.00
----	-----	-----------------------	------

CS	130	Algorithms and Data Structures	3.00
----	-----	--------------------------------	------

CS	150	Operating Systems	3.00
----	-----	-------------------	------

Minor in Technology

Technology Minor

The Technology Minor is designed to provide students with a broad introduction to computer technology. The instruction is focused on developing the skills needed in areas such as – databases, networks, web development, and privacy and security-which are essential in today's work environment.

The Technology Minor requires the following 15 credits:

CS	101	Fundamentals of Computer Science and Information Sciences	3.00
CS	102	Programming I	3.00
CS	148	Database Systems I	3.00
CS	154	Computer Networks	3.00

and one course from the following:

CS	120	Web Development	3.00
CS	158	Privacy and Internet Security	3.00

Computer Science Courses

CS 9 Introduction to Windows Environment

All the basic functions of Windows, such as working with Windows programs, customizing Windows, managing files and folders using Windows Explorer, Operating Systems, disk management and storage, and a brief introduction to Word Processing, Spreadsheets, and Database are explained. Emphasis is on hands-on work.

Credits: 1

Every Fall and Spring

CS 9A Word Processing

All the basic functions of a word processor, such as creating, editing and retrieving documents, enhancing and managing documents, creating graphics and charts are explained. Work is done with multiple documents. Touch-typing instructions are not part of the course.

The pre-requisite of CS 9 is required.

Credits: 1

Every Fall and Spring

CS 9B Spreadsheets

All the basic functions of spreadsheets, such as planning and designing a worksheet, building a worksheet with formulas, enhancing a worksheet, enhancing and managing workbooks, and creating a chart, are explained.

The prerequisite of CS 9 is required of all majors except students in the School of Business.

Credits: 1

Every Fall and Spring

CS 9C Fundamentals of Database

All the basic functions of a database, such as

creating and designing tables, creating and using queries, creating and designing forms, and creating and using reports are explained.

The pre-requisite of CS 9 is required.

Credits: 1

Every Fall and Spring

CS 9D Statistical Packages for Social Sciences (SPSS)

This course will cover a broad range of statistical procedures that allow the summarization of data (computer means standard deviations), determines whether there are significant differences between groups (T-Test, Analysis of variance), examine relationship among variables (correlation, multiple regression), and graph results (Bar Charts, Line Graphs) are explained.

Pre-requisites of CS 9 and CS 9K are required.

Credits: 1

On Occasion

CS 9E Advanced Word Processing

This course was developed primarily as a hands-on learning experience. The student will learn how to apply software skills to meet real-world situations. The student will focus on how to apply what was learned to perform computer-related tasks that will be needed in the office, school and every-day-life including document formatting for resumes, table design for questionnaires, mail merge for letters, document production for proposals, and form design for applications.

The prerequisite of CS 9A is required of all majors except students in the School of Business.

Credits: 1

Every Fall and Spring

CS 9F Introduction to Desktop Publishing

This course will cover the basic desktop publishing skills, such as creating a publication, working with text and graphics, customizing a publication, adding color, working with long publication, and publishing electronically.

Pre-requisite of CS 9E is required.

Credits: 1

On Occasion

CS 9H Internet (WWW)

All the basics of Internet, such as browsing the World Wide Web, retrieving, saving, and printing information obtained from the web, types of web resources, web search resources, successful search techniques, working with bibliographies and citing web sources, and using other methods to search the web are explained.

The pre-requisite of CS 9 is required.

Credits: 1

Every Fall and Spring

CS 9J Web Page Design

All the basic functions of creating a web page, such as developing a basic web page, creating a hypertext links to a web page, designing a web page with fonts, colors, and graphics, are explained.

Pre-requisite of CS 9H is required.

Credits: 1

Every Fall and Spring

CS 9K Advanced Spreadsheets

This course was developed primarily as a hands-on learning experience. The student will learn how to apply software skills to meet real-world situations. Calculation of loan amortizations (worksheet building), developing payroll records (worksheet linking), charting, and investment analysis (financial and data analysis) are done as independent topics.

The prerequisite of CS 9B is required of all majors except students in the School of Business.

Credits: 1

Every Fall and Spring

CS 9L Advanced Fundamentals of Database

Students will study the advanced features of a database system such as design and create multiple tables, design and create multi-table queries, using calculation and action queries, and design and create reports, using form controls.

Pre-requisite of CS 9C is required.

Credits: 1

On Occasion

CS 9M PowerPoint

The student will learn how to transform ideas into professional and compelling presentations, such as creating, modifying, customizing presentations, enhancing charts, embedded objects and hyperlinks. Students will also learn how to use slide show features.

The pre-requisite of CS 9A or equivalent is required.

Credits: 1

Every Fall and Spring

CS 9N Advanced Web Page Design

The student will learn how to transform ideas into professional and compelling web pages. Topics include designing a web page with tables, using frames in a web site, and posting resumes to web pages. Students will develop their own web pages.

Pre-requisite of CS 9J is required.

Credits: 1

On Occasion

CS 9O Digital Imaging (Photoshop)

This course is designed for students with little or no Photoshop experience. Students will develop a working knowledge of the various tools and techniques used in the manipulation of digital images, apply these tools and techniques in the creation and editing of images in different contexts that range from Web to multimedia applications, including personal use and traditional print media. They will develop the ability to import images via scanners and digital cameras, enhance, colors, manipulate images, add image layers, and create animation. Weekly assignments will provide students with the opportunity to learn basic techniques and terminology and work with paint and illustration, graphics and images.

The pre-requisite of CS 9 is required.

Credits: 1

On Occasion

CS 9P Home Networking Basics

This course is designed for students with little or no computer experience. Students will develop a working knowledge of the various tools and techniques used to make computers more convenient, cost effective, and fun to use. Students will be taught how to connect computers together, about the various types of networks, appropriate network hardware installations, internet connections, network configuration including file sharing and folders, sharing printers and peripherals, and how to use the network to communicate with others.

The pre-requisite of CS 9 is required.

Credits: 1

Every Fall and Spring

CS 101 Fundamentals of Computer Science and Information Sciences

A broad overview of the main areas of study in Computer and Information Sciences. Topics include computer organization, information processing, algorithms, and programming. The main ideas behind the theory and design of Operating Systems, Databases, and Computer Networks, along with current views on the theory and practice of Software Engineering, and the basics of Artificial Intelligence are also explored. The course highlights the uses of computing systems in business, the sciences, and other professional fields. This course is required for all students majoring in Computer Science or Information Systems. It is also suitable for majors in other disciplines who want to go beyond being casual users of computers to gain a deeper appreciation of some of the most important computing and information technologies developed over the last fifty years. Three lecture hours, one hour lab.

Credits: 3

Every Fall and Spring

CS 102 Programming I

Problem solving, algorithmic design, and implementation using the C++ programming language are presented. Topics include fundamental data types and associated array types, I/O processing, conditional and loop constructs, use and implementation of functions. A brief overview of structures is given. Throughout the course, good programming styles and sound program construction are emphasized. Three lecture hours, one hour lab.

Pre-requisite of CS 101 is required.

Credits: 3

Every Fall and Spring

CS 117 Programming II

A continuation of CS 102 using the C++ programming language. Emphasis is on larger multi-file projects. Topics include file processing,

pointers, dynamic memory allocation and its usage, string processing, aggregated data types, and their associated algorithms. Elements of object-oriented programming, such as classes and their public interfaces' usage, are introduced. Three hours lecture, one hour laboratory.

Pre-requisite of CS 102 is required.

Credits: 3

Every Spring

CS 118 Computer Architecture

The course provides a comprehensive study of computer architecture and organization. Boolean algebra is introduced to teach digital devices. The operational units and their interconnections that realize the architectural specification of a computer are studied and their overall performance is analyzed. The design and implementation of a simple processor is an integral part of the course. Programming at different levels is also introduced.

Pre-requisite of CS 102 is required.

Pre-requisite of CS 102 is required.

Credits: 3

Every Spring

CS 120 Web Development

Web page and Common Gateway interface (CGI) application development. Topics include HTML, Web browser and server communication using HTTP and HTTPS, browser state tracking, basic web server configuration settings, Client Side Java Scripting, back end database connectivity, and CGI application development using common tools and languages. Students are required to develop and complete several web based applications such as a shopping cart style website. Three hours lecture, one hour laboratory.

Pre-requisite of CS 102 is required.

Credits: 3

On Occasion

CS 128 Information Systems Analysis and Design

A comprehensive introduction to the fundamental concepts of systems analysis and design: industrial perspective of information technology; software process models, human factors, project management; requirements of engineering and analysis; and system modeling techniques, design methodologies, post-implementation analysis, and CASE tools support. Three hours lecture, one hour laboratory.

Pre-requisite of CS 117 is required.

Credits: 3

Every Fall

CS 130 Algorithms and Data Structures I

A study of the design and representation of information and storage structures and their associated implementation in a block-structured language; linear lists, strings, stacks, queues, multi-linked structures, representation of trees and graphs, iterative and recursive programming techniques; storage systems, structures and allocation; file organization and maintenance; and sorting and searching algorithms. Three hours lecture, one hour laboratory.

Pre-requisite of CS 117 is required.

Credits: 3

Every Fall

CS 132 Discrete Structures in Computer Science

A study of the treatment of discrete mathematical structures and relevant algorithms used in the programming and computer science. Topics include the list, tree, set, relational and graph data models and their representation and use in searching, sorting and traversal algorithms; also, simulation, recursive algorithms and programming, analysis of running time of algorithms, and an introduction to finite-state machines and automata. Three hours lecture, one hour laboratory.

Pre-requisite of CS 130 is required.

Credits: 3

Every Spring

CS 135 Compiler Theory and Design

An examination of fundamental compiler organization. Topics include lexical analysis, syntax analysis, abstract syntax trees, symbol table organization, code generation and code optimization. Students are expected to implement a compiler for a given language, using tools such as LEX and YACC. Three hours lecture, one hour laboratory.

Pre-requisite of CS 130 is required.

Credits: 3

On Occasion

CS 148 Database Systems I

The course is designed to impart the concepts and the practical aspects of database management systems and to provide an understanding of how data resources can be designed and managed to support information systems in organizations. Topics covered include: database system functions, Entity-relationship (E-R) modeling and relational database model, basic normalization techniques, data integrity, and SQL query language. Three hours lecture, one hour laboratory.

Pre-requisite of CS 101 is required.

Credits: 3

Every Fall

CS 149 Database Systems II

A continuation of Database Systems I introduced in CS 148. The course focuses on database programming techniques and some topics in advanced database design. Topics include: object-oriented database features, PL/SQL database programming with exception and error handling, database security and authorization, and concurrency control and recovery. Other advanced topics and issues in distributed and Internet databases, and data warehousing are also covered. Three hours lecture, three hours laboratory.

Pre-requisite of CS 148 is required.

Credits: 3

On Occasion

CS 150 Operating Systems

An introduction to the fundamental concepts of

operating systems: architectural support and operating systems interface; system calls; and process structure, concepts, management, interprocess communication, threads, memory management and virtual memory, file system interface and its implementation. Case studies from UNIX and Windows NT are examined. Three hours lecture, one hour laboratory.

Pre-requisites of CS 117 and CS 118 are required.

Credits: 3

Every Spring

CS 151 Programming Languages

A study of programming languages, environments, and tools. Modern software applications are increasingly implemented using a combination of different programming languages, each with its own strengths. Complex systems also incorporate "little languages" for specifying configuration details and business rules. In this course, students study language design issues, run-time organization, interpreters, programming environments, and other language-related tools. Three different languages are examined as case studies. Three hours lecture, one hour laboratory.

Pre-requisite of CS 117 is required.

Credits: 3

On Occasion

CS 152 Numerical Computation

An examination of algorithms to numerically evaluate integration, differentiation, infinite series, partial differential equations, interpolation and systems of equations. Error bounding, numerical stability and loss of precision are considered. Three hours lecture, one hour laboratory.

Credits: 3

On Occasion

CS 154 Computer Networks

An examination of the process used for data communication, including local area networks, satellite links, error handling, transmission capacity, circuit, packet and virtual networks, sliding window protocols, encryption, text compression, and distributed systems.

Pre-requisite of CS 102 is required.

Credits: 3

Every Fall

CS 155 UNIX and C

An introduction to the UNIX programming environment, with special emphasis on features that are relevant to C programmers. Topics include basic shell commands, the file system, filters, shell programming, compilation and debugging of C programs, UNIX system calls, and tools for program development. Three hours lecture, one hour laboratory.

Pre-requisite of CS 117 is required.

Credits: 3

On Occasion

CS 156 Internet Programming

A study of application programming for the

Internet. Emphasis is on Java programming and object-oriented programming using the Java language. Java topics include classes, interfaces, polymorphism, threads, database-access, and applets. Students are required to complete projects that run on a web server. Three hours lecture, one hour laboratory.

Pre-requisite of CS 117 is required.

Credits: 3

On Occasion

CS 157 Graphical User Interface

Development of Graphical applications for either Microsoft Windows or Unix X-Windows using an integrated development environment. Topics include building and design of form windows, event handling, program structure, and database connectivity. Three hours lecture, one hour laboratory.

Pre-requisite of CS 102 is required.

Credits: 3

On Occasion

CS 158 Privacy and Internet Security

A broad survey of the security and privacy threats faced by today's networked computing systems, and of the tools and techniques available to counteract such threats. Topics covered include cryptographic methods, authentication, electronic mail security, computer viruses, Internet security threats, and firewalls. Concrete technologies are presented, such as Kerberos (networked authentication system), IPSec under Windows(privacy), and iptables under Linux (firewalls). The laboratory sessions give the students a chance to implement working security and privacy policies under both Windows and Linux. Three hours lecture, one hour laboratory.

Pre-requisite of CS 154 is required.

Credits: 3

On Occasion

CS 160 Computer Graphics

An overview of Computer Graphics using the OpenGL standard for rendering graphics, across different platforms and hardware. OpenGL is the preferred standard of developers and amateurs alike to create and manage game programs and other animated graphics application. Topics include the management of windows environment, rendering of primitive objects and complex objects in 2D and 3D, use of light, texture and perspective manipulation to create 3D effects, binding images to objects, and adding sounds. Three hours lecture, one hour laboratory.

Pre-requisite of CS 117 is required.

Credits: 3

On Occasion

CS 161 Object-Oriented Programming

Comprehensive treatment of object-oriented programming design techniques in C++. Specific topics include encapsulation, object classes, inheritance, polymorphism and genericity. Templates and the Standard Template Library (STL) are thoroughly presented and used in

program construction. Run-Time Type Identification (RTTI) is also covered. Three hours lecture, one hour laboratory.

Pre-requisite of CS 130 is required.

Credits: 3

Every Spring

CS 162 Artificial Intelligence I

An introduction to the processes by which machines simulate intelligence. Topics include knowledge-representation techniques, including the predicate logic, state space problem formulation, logical reasoning methods, exhaustive and heuristic search strategies, rule-based production systems and examples of expert systems. PROLOG programming explained comprehensively. Each student is required to implement a small rule-based system in PROLOG. Three hours lecture, one hour laboratory.

Pre-requisite of CS 117 is required.

Credits: 3

Alternate Fall

CS 163 Artificial Intelligence II

The study of advanced PROLOG programming, including advanced topics in knowledge representation and reasoning methods, which include semantic networks, frames non-monotonic reasoning and reasoning under uncertainty. A study is made of concepts and design techniques in application areas, such as natural-language processing, expert systems and machine learning. Intro-duction is made to genetic algorithms and neural networks. Three hours lecture, one hour laboratory.

Pre-requisites of CS 130 and CS 162 are required.

Credits: 3

On Occasion

CS 164 Software Engineering

A study of software project management concepts, software cost estimation, quality management, process involvement, overview of analysis and design methods, user interface evaluation, and design. Also considered are dependable systems - software reliability, programming for reliability, reuse, safety-critical systems, verification and validation techniques; object-oriented development; using UML; and software maintenance. Three hours lecture, one hour laboratory.

Pre-requisite of CS 130 is required.

Credits: 3

Every Spring

CS 165 Component-based Software Development and Reusability

The course provides an in-depth introduction to reusability and Component-Based Software Engineering (CBSE). The basic concepts of components, interfaces, contracts, design patterns and frameworks are presented. Topics covered include: current Component specification techniques such as UML and the Object Constraint Language (OCL); Component Models and Technology such as COM, DCOM, .NET; and

Component composition and Integration.
Prerequisite of CS 128 or CS 164 is required.
Credits: 3
On Occasion

CS 167 System and Network Administration

This course is designed to teach students how to administer a small network: install operating systems and packages, partition the disk, configure the network (routing and IP assignment), secure the network by means of firewalls, configure the mail system as well as the Web services, create user accounts, install new hardware, and manage printers. Three hours lecture, one hour laboratory.
Prerequisites of CS 118 and CS 154 are required.
Credits: 3
On Occasion

CS 168 Special Topics in Computer Science

Discussion of topics of current interest in computer science in the area of the instructor's specialty. Topics include: ASP Dot-Net Programming, E-commerce Developments and Applications, Web Animation, iPhone applications, and other topical developments in the field. One hour laboratory may be included, depending on the topic.
Credits: 3
On Occasion

CS 169 Special Topics in Computer Science

Discussion of topics of current interest in computer science in the area of the instructor's specialty. Topics include: ASP Dot-Net Programming, E-commerce Developments and Applications, Web Animation, iPhone applications, and other topical developments in the field. One hour laboratory may be included, depending on the topic.
Credits: 3
On Occasion

CS 170 Computer Science Internship

An opportunity to extend classroom knowledge and gain direct practical experience in the computer field as an intern with a New York City government agency or with a major corporation in the metropolitan area. Students receive meaningful internship assignments and are directed by professionals in the normal working environment. Each student is required to schedule meetings with a faculty adviser, who provides academic supervision. May be taken twice for up to six credits. Completion of sophomore year and recommendation of the Department Chair are required.
Credits: 3
On Demand

CS 195 Honors Study

Honors Study is designed to give outstanding students an opportunity to do independent work in their major under the guidance of a member of the faculty. There are no regular class meetings. To be eligible, students must have upper-junior or senior status, a cumulative quality-point ratio of 3.00 and a 3.25 in the major subject, and the permission of the

Chair of the Department and the Dean. Students must complete an application for Honors Study outlining the research or independent work to be undertaken and the name of the supervising faculty member. A total of six credits of Honors Study is the maximum allowed.
Credits: 3
On Demand

DEPARTMENT OF MANAGERIAL SCIENCES

Professors Sherman (Chair), Stucke
 Associate Professor S. Chung, A. Dinur, J. Kaplan,
 Y. Minowa, H. Uzun
 Assistant Professors Aditya, Amrouche, Zheng
 Adjunct Faculty: 7

Change is the norm for 21st century and therefore the management of change, especially technological change, is paramount for anyone desiring a successful career in business, government, and not-for-profit administration. Whether a student is interested in finance, marketing, or management as a career path, or even starting their own business, knowledge is the key to successfully managing in turbulent times. The Department of Management Science therefore provides all majors a common knowledge and skill set abilities developed to prepare students for managing in the global marketplace. These skills include: communication, critical thinking and analysis, teamwork, appreciation of global and ethnic diversity, ethics and social responsibility, functional and technical skills.

A.A.S. in Business Administration

A career in business can start sooner than you think with the right education and strategy. The two-year A.A.S. in Business Administration prepares students for the competitive early start in the job market by providing you with the basic business competencies and skills necessary to succeed on the job. After successful completion of the Associate degree, students may pursue a Bachelor of Science degree or A Bachelor of Science/ Master of Science degree offered by the School of Business, Public Administration and Information Sciences without loss of credits

A.A.S. in Business Administration School of Business Core Requirements

School of Business Liberal Arts Core Requirements:

English Composition Core: 3 Credits
 ENG 16 English Composition 3.00

ENG 16X English Composition for Nonnative Speakers 3.00

Core Seminar Requirement: 3 Credits

COS 50 Idea Of The Human 3.00

Economics Core Requirement: 6 Credits

ECO 1 Introduction to Economics 3.00

ECO 2 Introduction to Economics 3.00

Math Core Requirement: 3 Credits

MTH 16 Finite Mathematics 3.00

Orientation Seminar Requirement: 1 Credit

OS 1 The University: Discovery and Change 1.00

Speech Core Requirement: 3 Credits

SPE 3 Oral Communication 3.00

Science Core Requirement: 10 Credits

BIO 22 Biology and Modern Technology 3.00

CHM 21 Chemistry and Modern Technology 3.00

PHY 20 The Physical Universe 4.00

Arts and Sciences Electives: 6 Credits

Any Introductory or Advanced Courses Offered By Conolly College

Undergraduate Business Core Requirements

The following six (6) courses are required:

ACC 101 Principles of Accounting I 3.00

ACC 102 Principles of Accounting II 3.00

FIN 101 Financial Markets and Institutions 3.00

FIN 102 Introduction to Corporate Finance 3.00

MAN 101 Principles of Management 3.00

MKT 101 The Fundamentals of Marketing 3.00

Business Electives: 12 Credits

Any Introductory or Advanced Courses Offered By the School of Business

Total Degree Credit Requirement: 65 Credits

B.S. in Business Finance

Finance is a powerful and influential field that can be defined as the art and science of managing money. Virtually all individuals and organizations earn or raise money and spend or invest money. Finance is concerned with the process institutions, markets and instruments involved in the transfer of money among and between individuals, businesses and governments. The study of finance provides a consistent framework for financial decision-making by individuals, small business firms, financial institutions and large corporations. It is

an essential business function and all business students should have at least an exposure to the issues.

The B.S. in Business Finance provides students with a broad-based understanding of the principles that govern financial institutions and markets, and the strategies they employ to maximize investor returns while minimizing risk. The program develops students' professional competencies as financial executives and prepares them for careers in corporate finance, investment banking, international finance security, analysis brokerage and securities trading, and portfolio management.

B.S. in Business Finance

School of Business Core

Requirements

School of Business Liberal Arts Core

Requirements:

English Composition Core: 3 Credits

ENG	16	English Composition	3.00
ENG	16X	English Composition for Nonnative Speakers	3.00

Core Seminar Requirement: 3 Credits

COS	50	Idea Of The Human	3.00
-----	----	-------------------	------

English Literature Core Requirement: 6 Credits

ENG	61	European Literatures I	3.00
ENG	62	European Literatures II	3.00
ENG	63	American Literatures	3.00
ENG	64	Non-Western Literatures	3.00
HEG	21	Literature of the Human Imagination	3.00
HEG	22	English Literature of the Human Imagination	3.00

History Core Requirement: 6 Credits

HIS	1	History of Civilizations to 1500	3.00
HIS	2	History of Civilizations Since 1500	3.00

Economics Core Requirement: 6 Credits

ECO	1	Introduction to Economics	3.00
ECO	2	Introduction to Economics	3.00

Math Core Requirement: 3 Credits

MTH	16	Finite Mathematics	3.00
-----	----	--------------------	------

Orientation Seminar Requirement: 1 Credit

OS	1	The University: Discovery and Change	1.00
----	---	--------------------------------------	------

Philosophy Core Requirement: 6 Credits

PHI	61	Philosophical Explorations I	3.00
PHI	62	Philosophical Explorations II	3.00

Speech Core Requirement: 3 Credits

SPE	3	Oral Communication	3.00
-----	---	--------------------	------

Science Core Requirement: 10 Credits

BIO	22	Biology and Modern Technology	3.00
CHM	21	Chemistry and Modern Technology	3.00
PHY	20	The Physical Universe	4.00

Advanced Economics Requirement: 6 Credits

ECO	118	Modern Economic Thinkers	3.00
ECO	125	International Economics	3.00
ECO	128	Inflation, Recession & Growth	3.00
ECO	129	Problems of the Modern American Economy	3.00
ECO	132	Comparative Economic Systems	3.00
ECO	133	Public Finance and Fiscal Policy	3.00

School of Business Liberal Arts Elective Requirements:

Introductory Arts and Sciences

Electives: 6 credits

Any Introductory or Advanced Courses Offered By Conolly College

Advanced Arts and Sciences

Electives: 3 credits

Any Advanced Course (numbered over 100) Offered By Conolly College

Advanced Credit Requirement

Minimum of 48 advanced credits is required.

Courses numbered above 100 offered by Conolly College and numbered above 102 by the School of Business, Public Administration and Information Sciences must be taken to meet the Advanced Credit Requirement.

Undergraduate Business Core Requirements

The following eleven (11) courses are required:

ACC	101	Principles of Accounting I	3.00
ACC	102	Principles of Accounting II	3.00
FIN	101	Financial Markets and Institutions	3.00
FIN	102	Introduction to Corporate Finance	3.00
LAW	101	Introduction to Law and Legal Reasoning	3.00
LAW	102	The Legal Environment of Business	3.00

MAN	101	Principles of Management	3.00
MAN	131	Managerial Communications	3.00
MKT	101	The Fundamentals of Marketing	3.00
QAS	128	Business Statistics I	3.00
QAS	129	Business Statistics II	3.00

Computer Science Core: 3 Credits

CS	9B	Spreadsheets	1.00
CS	9E	Advanced Word Processing	1.00
CS	9K	Advanced Spreadsheets	1.00

OR

CS	101	Fundamentals of Computer Science and Information Sciences	3.00
----	-----	---	------

Business Finance Bachelor of Science Major Requirements:

Business Finance Major Grade Point Average (GPA): minimum 2.0 Major GPA Required

Finance Specialization Requirement: 15 Credits

Finance Required Courses: 9 Credits

FIN	115	Analysis of Financial Statements	3.00
FIN	125	Financial Strategies in an Uncertain Economy	3.00
FIN	450	Seminar: Current Topics in Finance	3.00

Advanced Finance Courses: 6 Credits

Any two (2) Advanced Finance Courses in the 300 and 400 levels

Advanced Business Electives: 15 Credits

Five (5) Advanced Business Courses Numbered Over 102

Total Degree Credit Requirement: 128 Credits

B.S. in Business Management

Managers play a critical role in shaping America's future. Businesses need managers who are effective, creative, disciplined, ethical and well educated. The management degree gives students the necessary career skills to obtain diverse and innovative managerial and professional positions in all areas of business. Career opportunities include management positions in manufacturing companies, business and management consulting, financial planning and banking, sales management, marketing and personnel administration.

The B.S. in Business Management is designed to give students a broad perspective of organizational management and the marketplace while developing the sound judgment and the professional competency necessary for a career in any business field. The program develops students' leadership, teamwork and

communication skills along with computer and quantitative competence.

Students receive in-depth training in managerial planning, human resources management, decision-making, strategy development, operations management, organizational behavior and service management.

B.S. in Business Management

School of Business Core

Requirements

School of Business Liberal Arts Core

Requirements:

English Composition Core: 3 Credits

ENG 16	English Composition	3.00
ENG 16X	English Composition for Nonnative Speakers	3.00

Core Seminar Requirement: 3 Credits

COS 50	Idea Of The Human	3.00
--------	-------------------	------

English Literature Core Requirement: 6 Credits

ENG 61	European Literatures I	3.00
ENG 62	European Literatures II	3.00
ENG 63	American Literatures	3.00
ENG 64	Non-Western Literatures	3.00
HEG 21	Literature of the Human Imagination	3.00
HEG 22	English Literature of the Human Imagination	3.00

History Core Requirement: 6 Credits

HIS 1	History of Civilizations to 1500	3.00
HIS 2	History of Civilizations Since 1500	3.00

Economics Core Requirement: 6 Credits

ECO 1	Introduction to Economics	3.00
ECO 2	Introduction to Economics	3.00

Math Core Requirement: 3 Credits

MTH 16	Finite Mathematics	3.00
--------	--------------------	------

Orientation Seminar Requirement: 1 Credit

OS 1	The University: Discovery and Change	1.00
------	--------------------------------------	------

Philosophy Core Requirement: 6 Credits

PHI 61	Philosophical Explorations I	3.00
PHI 62	Philosophical Explorations II	3.00

Speech Core Requirement: 3 Credits

SPE 3	Oral Communication	3.00
-------	--------------------	------

Science Core Requirement: 10 Credits

BIO 22	Biology and Modern Technology	3.00
--------	-------------------------------	------

CHM 21	Chemistry and Modern Technology	3.00
--------	---------------------------------	------

PHY 20	The Physical Universe	4.00
--------	-----------------------	------

School of Business Liberal Arts Elective Requirements:

Introductory Arts and Sciences Electives: 6 credits

Any Introductory or Advanced Courses Offered By Conolly College

Advanced Arts and Sciences Electives: 9 credits

Any Advanced Courses (Numbered over 100) Offered By Conolly College

Advanced Credit Requirement

Minimum of 48 advanced credits is required.

Courses numbered above 100 offered by Conolly College and numbered above 102 by the School of Business, Public Administration and Information Sciences must be taken to meet the Advanced Credit Requirement.

Undergraduate Business Core

Requirements

The following eleven (11) courses are required:

ACC 101	Principles of Accounting I	3.00
---------	----------------------------	------

ACC 102	Principles of Accounting II	3.00
---------	-----------------------------	------

FIN 101	Financial Markets and Institutions	3.00
---------	------------------------------------	------

FIN 102	Introduction to Corporate Finance	3.00
---------	-----------------------------------	------

LAW 101	Introduction to Law and Legal Reasoning	3.00
---------	---	------

LAW 102	The Legal Environment of Business	3.00
---------	-----------------------------------	------

MAN 101	Principles of Management	3.00
---------	--------------------------	------

MAN 131	Managerial Communications	3.00
---------	---------------------------	------

MKT 101	The Fundamentals of Marketing	3.00
---------	-------------------------------	------

QAS 128	Business Statistics I	3.00
---------	-----------------------	------

QAS 129	Business Statistics II	3.00
---------	------------------------	------

Computer Science Core: 3 Credits

CS 9B	Spreadsheets	1.00
-------	--------------	------

CS 9E	Advanced Word Processing	1.00
-------	--------------------------	------

CS 9K	Advanced Spreadsheets	1.00
-------	-----------------------	------

OR

CS 101	Fundamentals of Computer Science and Information Sciences	3.00
--------	---	------

Business Management Bachelor of

Science Major Requirements:

Business Management Major Grade Point Average (GPA): Minimum 2.0 Major GPA

Management Specialization Requirement: 15 Credits

To fulfill this requirement, choose five (5)

courses from the MAN courses listed below:

MAN 150	Service Management	3.00
---------	--------------------	------

MAN 151	Managerial Planning and Control II	3.00
---------	------------------------------------	------

MAN 152	Organizational Behavior	3.00
---------	-------------------------	------

MAN 153	Operations Management	3.00
---------	-----------------------	------

MAN 154	Decision Making	3.00
---------	-----------------	------

MAN 155	Human Resources Management	3.00
---------	----------------------------	------

Advanced Business Electives: 15 Credits

Five (5) Advanced Business Courses Numbered Over 102

Total Degree Credit Requirement: 128 Credits

B.S. in Marketing

Understanding the dynamic marketplace and the needs of consumers is critical for business success in the 21st century. Marketing involves the study of new product development, marketing research, analysis of distribution systems, determination of pricing policies, predictions of consumer behavior, promotion of products and ideas, and business relationships.

The B.S. in Marketing prepares students for professional careers in a wide variety of marketing functions within business and not-for-profit organizations. The Marketing program is designed to enable students to develop the creative, analytical and communication skills necessary to succeed in Marketing. Students also hone vital skills in product and service promotion, distribution, buyer behavior and market research. Marketing courses focus on integrating theory and practical applications through the use of cases and through hands-on field projects.

The broad range of career opportunities available for students pursuing this major includes marketing research, product management, advertising, public relations, corporate communications and sales. In addition to varied professional options, jobs in marketing often evolve into positions of considerable responsibility, which provide excellent preparation for upper management opportunities in all types of organizations.

B.S. in Marketing

School of Business Core

Requirements

School of Business Liberal Arts Core

Requirements:

English Composition Core: 3 Credits

ENG	16	English Composition	3.00
ENG	16X	English Composition for Nonnative Speakers	3.00

Core Seminar Requirement: 3 Credits

COS	50	Idea Of The Human	3.00
-----	----	-------------------	------

English Literature Core Requirement: 6 Credits

ENG	61	European Literatures I	3.00
ENG	62	European Literatures II	3.00
ENG	63	American Literatures	3.00
ENG	64	Non-Western Literatures	3.00
HEG	21	Literature of the Human Imagination	3.00
HEG	22	English Literature of the Human Imagination	3.00

History Core Requirement: 6 Credits

HIS	1	History of Civilizations to 1500	3.00
HIS	2	History of Civilizations Since 1500	3.00

Economics Core Requirement: 6 Credits

ECO	1	Introduction to Economics	3.00
ECO	2	Introduction to Economics	3.00

Math Core Requirement: 3 Credits

MTH	16	Finite Mathematics	3.00
-----	----	--------------------	------

Orientation Seminar Requirement: 1 Credit

OS	1	The University: Discovery and Change	1.00
----	---	--------------------------------------	------

Philosophy Core Requirement: 6 Credits

PHI	61	Philosophical Explorations I	3.00
PHI	62	Philosophical Explorations II	3.00

Speech Core Requirement: 3 Credits

SPE	3	Oral Communication	3.00
-----	---	--------------------	------

Science Core Requirement: 10 Credits

BIO	22	Biology and Modern Technology	3.00
CHM	21	Chemistry and Modern Technology	3.00
PHY	20	The Physical Universe	4.00

School of Business Liberal Arts Elective

Requirements:

Introductory Arts and Sciences Electives: 6 credits

Any Introductory or Advanced Courses Offered By Conolly College

Advanced Arts and Sciences Electives: 9 credits

Any Advanced Courses (Numbered over 100) Offered By Conolly College

Advanced Credit Requirement

Minimum of 48 advanced credits is required.

Courses numbered above 100 offered by Conolly College and numbered above 102 by the School of Business, Public Administration and Information Sciences must be taken to meet the Advanced Credit Requirement.

Undergraduate Business Core

Requirements

The following eleven (11) courses are required:

ACC	101	Principles of Accounting I	3.00
ACC	102	Principles of Accounting II	3.00
FIN	101	Financial Markets and Institutions	3.00
FIN	102	Introduction to Corporate Finance	3.00
LAW	101	Introduction to Law and Legal Reasoning	3.00
LAW	102	The Legal Environment of Business	3.00
MAN	101	Principles of Management	3.00
MAN	131	Managerial Communications	3.00
MKT	101	The Fundamentals of Marketing	3.00
QAS	128	Business Statistics I	3.00
QAS	129	Business Statistics II	3.00

Computer Science Core: 3 Credits

CS	9B	Spreadsheets	1.00
CS	9E	Advanced Word Processing	1.00
CS	9K	Advanced Spreadsheets	1.00

OR

CS	101	Fundamentals of Computer Science and Information Sciences	3.00
----	-----	---	------

Marketing Bachelor of Science Major

Requirements

Marketing Major Grade Point Average (GPA): Minimum 2.0 Major GPA Required

Marketing Specialization Requirement: 15 Credits

Required Marketing Courses: 6 Credits

MKT	125	Consumer Behavior	3.00
MKT	131	Marketing Research:Its Planning Techniques and Evaluation by Management in the Solution of Marketing	3.00

Advanced Marketing Courses: 9 Credits

Any three (3) advanced MKT courses excluding MKT 101, MKT 125, MKT 131.

Advanced Business Electives: 15 Credits

Five (5) Advanced Business Courses Numbered Over 102

Total Degree Credit Requirement: 128 Credits

Minor in Business

Business Minor

The Business Minor is designed to give students a general introduction to the major fields of business. A student without any background in business can complete the 12 credit minor by taking 4 courses that are offered every semester. The Business Minor provides students with general knowledge in the areas of accounting, finance, management and marketing. Students will learn fundamental business systems, the organization of corporations, the structure of the U.S. financial system, basic accounting principles, and marketing activities such as advertising and sales.

The Business Minor requires the following 12 credits:

ACC	101	Principles of Accounting I	3.00
FIN	101	Financial Markets and Institutions	3.00
MAN	101	Principles of Management	3.00
MKT	101	The Fundamentals of Marketing	3.00

Minor in Entrepreneurship

Entrepreneurship Minor

The Entrepreneurship Minor provides students with a practical yet academically sound opportunity to pursue their creative ideas to formulate business ventures. The minor focuses on "learning by doing" as students take their ideas from inception to a complete business plan for a new venture. The program emphasizes the integration of functional knowledge and skills with creative business and product/service development.

The Entrepreneurship Minor requires the following 12 credits:

ENT	200	Entrepreneurship and Innovation	3.00
ENT	201	Entrepreneurship Planning I (New Ventures)	3.00
ENT	202	Entrepreneurship Planning II (New Venture Financing)	3.00
ENT	203	Entrepreneurship Seminar	3.00

Minor in Finance

Finance Minor

The Finance Minor is designed to provide students with a solid knowledge of financial markets, financial concepts, statement analysis and techniques of financial management. Many of the finance courses require a background in accounting and quantitative analysis. Some courses have prerequisites not included in the minor. Consult the course descriptions to determine the prerequisites.

The Finance Minor requires the following 15 credits:

FIN	101	Financial Markets and Institutions	3.00
FIN	102	Introduction to Corporate Finance	3.00
FIN	115	Analysis of Financial Statements	3.00
FIN	125	Financial Strategies in an Uncertain Economy	3.00

One (1) Advanced Finance Course numbered over 102.

Minor in Management

Management Minor

The Management Minor gives students a fundamental knowledge of management theory, organizational behavior, human resources development, and operations and service industry management. The Management Minor is of use to any student interested in understanding why organizations are structured the way they are. Course content can be applied to many fields, including health, government, sales, and other disciplines where a positive management experience is desired.

The Management Minor requires the following 15 credits:

MAN	101	Principles of Management	3.00
-----	-----	--------------------------	------

Four (4) Advanced Management Courses numbered over 102.

Minor in Marketing

Marketing Minor

The Marketing Minor is designed to develop expertise in advertising, sales, promotion, and product development. The Marketing Minor helps students understand how to promote products or ideas or institutions. It emphasizes how to develop an understanding of target audiences in order to design winning sales plans.

The Marketing Minor requires the following 15 credits:

MKT	101	Fundamentals of Marketing	3.00
-----	-----	---------------------------	------

Four (4) Advanced Marketing Courses numbered over 102.

Business Courses

BUS 101 Introduction to Business in the 21st Century

This is an introductory course that provides a broad and comprehensive view of today's businesses in a dynamic, technology-driven global economy. This course provides a survey of the field of business and consists of specific topics including: starting a small business, satisfying customers, managing operations, motivating employees and building self-managed teams, developing and implementing customer-oriented marketing plans, managing information, managing financial resources, and exploring ethical and social responsibilities of American business.

Credits: 3

Every Fall and Spring

ENT 200 Entrepreneurship and Innovation

This survey course will expose students through readings, cases, field trips, and guest speakers to what Joseph Schumpeter (1942) warmly called the "creative destructive" process of business and product / service formulation and implementation. This course will examine the literature of entrepreneurial behavior while focusing on several high visibility industries and businesses as well as include an examination of local entrepreneurs in the area. This course has been designed to stimulate interest in entrepreneurship in general and in particular instruct students about business startups and disruptive technologies. It may include such timely topics as greening and socially responsible businesses, not-for-profit entrepreneurship, the family firm, franchises, and intrapreneurship.

Credits: 3

Every Fall and Spring

ENT 201 Entrepreneurship Planning I (New Ventures)

Targeted to students interested in creating and growing their own businesses, this course will focus on key marketing strategies particularly relevant for

new ventures. Students will: (1) apply marketing concepts to entrepreneurial company challenges, which include creating and nurturing relationships with new customers, suppliers, distributors, employees and investors; and (2) understand the special challenges and opportunities involved in developing marketing strategies "from the ground up." This course will engage a series of entrepreneurs and entrepreneurial experts in fieldwork, case project opportunities, and as guest resources. Students will develop a comprehensive entrepreneurial marketing plan over the semester, selecting either their own business idea or an actual company's project, and choosing to work in teams or individually.

The pre-requisite of ENT 200 is required.

Credits: 3

Every Fall and Spring

ENT 202 Entrepreneurship Planning II (New Venture Financing)

Targeted to students interested in creating and growing their own businesses, this course will focus on financing new ventures as well as existing businesses. Students will examine the elements of entrepreneurial finance, focusing on start-up ventures, and the early stages of company development. The course addresses key questions which challenge all entrepreneurs; how much money can and should be raised; when should it be raised and from whom; what is a reasonable valuation of the company; and how funding should be structured. The subject aims to prepare students for these decisions, both as entrepreneurs and venture capitalists.

The pre-requisite of ENT 200 is required.

Credits: 3

Every Fall and Spring

ENT 203 Entrepreneurship Seminar

Targeted to students who have already developed a business plan as part of the Entrepreneurship Minor or who have developed a business / marketing plan on their own. Students will: (1) review business plans independently and / or as part of a case analysis, (2) review their own business plan and plans of their classmates, (3) have their plan reviewed by members of the business community and then rework the plan based upon their feedback, and (4) finalize their plans and present those plans to a panel of "experts" who deal with business startups and venture capital.

The pre-requisites of ENT 201 and ENT 202 are required.

Credits: 3

Every Fall and Spring

FIN 101 Financial Markets and Institutions

This course is designed to familiarize students with the U.S. financial system -its financial institutions, financial markets, and financial instruments and its relationship to the aggregate economy with which the manager must interact when making financial or investment decisions on behalf of companies,

nonprofit institutions, government agencies or individuals.

The pre-requisites of MTH 16 and ACC 101 are required.

Credits: 3

Every Fall, Spring and Summer

FIN 102 Introduction to Corporate Finance

This course is designed to familiarize students with the theory of value and financial decision making in the firm relating to financial analysis and planning, working capital management, investing in fixed assets, and the long-term financing of assets - concepts that apply to any type of company or nonprofit institution.

Pre-requisite of FIN 101 is required.

Credits: 3

Every Fall, Spring and Summer

FIN 115 Analysis of Financial Statements

Balance sheets and income reports are analyzed individually and comparatively for their value to owners, managers, investors and creditors.

Determination of standard ratios and variations in earnings. Each student prepares an analysis of actual reports issued to the public.

Pre-requisites of FIN 102 and ACC 102 are required.

Credits: 3

Every Fall and Spring

FIN 125 Financial Strategies in an Uncertain Economy

This course examines the problems of making major financial decisions in a dynamic, uncertain environment. External variables from financial markets, real goods markets, labor markets, and international markets, as well as fiscal policy implementation and monetary policy implementation are identified. The problems of monitoring and forecasting those variables are considered. Decision making is practiced.

The pre-requisites of FIN 102 and QAS 128 or MTH 100 is required.

Credits: 3

Every Fall

FIN 193 Independent Study

For those students in the last semester of their senior year who require one to three credits to meet minimum requirements for graduation. Students must complete an Application for Independent Study to be approved by the Department Chair and the Dean. Students are assigned to a faculty member who supervises the Independent Study course or project. Students may be required to write a research paper in addition to all other course requirements.

Credits: 3

On Demand

FIN 195 Honors Study

Honors Study is designed to give out-standing students an opportunity to do independent work in their major under the guidance of a member of the

faculty. There are no regular class meetings. to be eligible, students must have upper-junior or senior status, 12 credits in one of the major fields of the School of business, Public Administration and Information Sciences, a cumulative quality-point ratio of 3.00 and a 3.25 ratio in their major subject, and the permission of the Chair of the Department and the Dean. Students must complete an Application for Honors Study outlining the research project or independent work to be undertaken and the name of the supervising faculty member. A total of six credits of Honors Study is the maximum allowed.

Credits: 3

On Demand

FIN 196 Honors Study

Honors Study is designed to give out-standing students an opportunity to do independent work in their major under the guidance of a member of the faculty. There are no regular class meetings. to be eligible, students must have upper-junior or senior status, 12 credits in one of the major fields of the School of business, Public Administration and Information Sciences, a cumulative quality-point ratio of 3.00 and a 3.25 ratio in their major subject, and the permission of the Chair of the Department and the Dean. Students must complete an Application for Honors Study outlining the research project or independent work to be undertaken and the name of the supervising faculty member. A total of six credits of Honors Study is the maximum allowed.

Credits: 3

On Demand

FIN 197 Internship Study

For Sophomore-Senior student in good academic standing who has taken the introductory course in the discipline and at least 6 additional credits of advanced coursework in the discipline. Student's internship must be approved by the department. Students are assigned to a faculty member who supervises the Internship Study course or project. Students may be required to write a research paper or complete a project in addition to all other course requirements.

The pre-requisites of FIN 101, FIN 102 and two advanced Finance courses are required.

Credits: 1 to 3

On Demand

FIN 403 Security Analysis

Qualitative and quantitative techniques used in evaluating securities, as well as practical tests of investment theories. Emphasis is placed on the special problems encountered in analyzing industrial, railroad, public utility, bank and insurance company issues, stressing economic as well as financial considerations.

Pre-requisites of FIN 102 and QAS 128 are required.

Credits: 3

Every Fall

FIN 404 Portfolio Management

Considers the most efficient methods of meeting the investment objectives of investors, both for individuals and for institutions. Portfolio patterns are analyzed and appraised in terms of those objectives, economic changes, interest rate movements, tax and legal considerations.

The pre-requisites of FIN 101, FIN 102 and QAS 129 are required.

Credits: 3

Every Spring

FIN 405 Corporate Financial Policies

A study of the cost of liquidity of an individual corporate enterprise. Problems are centered around capital budgeting, structure of capital, cost of capital, and mergers, acquisitions and corporate reorganization.

The pre-requisites of FIN 102 and QAS 128 or MTH 100 are required.

Credits: 3

Every Fall

FIN 407 Financial Management of Banks

A study of asset management, liability management, liquidity management, futures hedging, credit analysis and loan portfolio management, investment portfolio management, capital funds management, real estate appraisal, trust services and bank client services, including IRA and Keogh planning.

Pre-requisite of FIN 125 is required.

Credits: 3

On Occasion

FIN 409 International Finance

Analysis of the balance of payments and the International Monetary System. Includes the role of reserves in international payments, the adequacy of international liquidity, a study of the proposed international monetary arrangements, and the role of the World Bank, International Monetary Fund and other facilitating agencies.

Pre-requisite of FIN 102 is required.

Credits: 3

On Occasion

FIN 410 International Banking

A survey of the organization, structure, function and regulation of the international activities of U.S. banks. An examination is made of the role and impact of the international financial and money market activities, along with a comparison of foreign banking structure and organization with that of U.S. banks. The international lending decision process and the use made of the international banking facilities by multinational firms are also analyzed.

Pre-requisite of FIN 101 and FIN 102 are required.

Credits: 3

On Occasion

FIN 450 Seminar: Current Topics in Finance

Advanced financial topics. Required for all finance majors.

Pre-requisite of FIN 125 is required.

Credits: 3

Every Spring

MAN 101 Principles of Management

The human, material and capital resources of an enterprise must be managed effectively and efficiently. The practice of management requires foresight, intellectual skill, and conceptual insight into business realities and judgment. This course presents the process of managing as a rational and orderly activity leading to optimal results. Salient topics given special emphasis are environmental opportunities and constraints, entrepreneurship, planning and control, formal organization structure, the multidimensionality of organizations, individual and interpersonal behavior, and executive decision making.

Credits: 3

Every Fall and Spring

MAN 131 Managerial Communications

A vital skill of any aspiring business executive is the ability to write clearly and concisely. In every field of business the emphasis is on communication both within the organization as well as outside it. This course develops the student's ability to read critically, to evaluate information, to present evidence to support conclusions, and to make recommendations in an effective written business style.

The pre-requisites of COS 50 and SPE 3 or SPE 3X are required or the pre-requisites of HSP 21 and HEG 21 and HEG 22 are required.

Credits: 3

Every Fall and Spring

MAN 150 Service Management

The course introduces students to the principle considerations of managing a service sector enterprise. Relevant topics include understanding the service process, the importance of customer contact and relationships with service organizations, productivity and quality as they relate to service enterprises. The provision of service is viewed as a series of integrated functions within the context of the enterprise.

Pre-requisite of MAN 101 is required.

Credits: 3

Every Fall and Spring

MAN 151 Managerial Planning and Control II

A comprehensive study of how economic principles are applied to managerial planning, decision making and formulation of business policies. Concepts discussed are economic productivity and financial profitability, examining comparative advantages and finding profit-result areas, demand analysis, cost concepts and cost behavior, pricing objectives, and business strategies.

The pre-requisite of MAN 101 is required.

Credits: 3

Every Fall and Spring

MAN 152 Organizational Behavior

An analysis of human behavior in the administration of organizations. Topics include organizational theories, individual and group behavior, attitudes, beliefs, motivations, communications and status hierarchies.

Pre-requisite of MAN 101 is required.

Credits: 3

Every Fall and Spring

MAN 153 Operations Management

A systems approach to the principles of operation economics in product and service industries. Topics include job and facilities design, method analysis, scheduling techniques, automation, and work measurement and simplification

Pre-requisite of MAN 101 is required.

Credits: 3

Every Fall and Spring

MAN 154 Decision Making

The course is designed to develop the analytical and conceptual abilities of the decision-making process. Problem analysis, clarification of relevant facts, conflicting objectives and search for alternatives are studied. Emphasis is on the behavioral approach in decision making.

Pre-requisite of MAN 101 is required.

Credits: 3

Every Fall and Spring

MAN 155 Human Resources Management

A study of basic personnel administration. Specifically considered are the recruiting, selecting, motivating and training of employees. Also discussed are employer-employee labor relations, handling of grievances, and employee benefits.

Pre-requisite of MAN 101 is required.

Credits: 3

Every Fall and Spring

MAN 156 Managerial Systems Analysis

A view of the business organization as a unified system of coordinated management processes for planning, organizing and controlling. Such management systems emphasize the way human and machine resources are tied together through information, communications and feedback systems.

Pre-requisites of MAN 150 and MAN 151 are required.

Credits: 3

On Occasion

MAN 157 Seminar in Management Problems

A synthesis of management theory as applied to evaluating current business and socioeconomic problems. Analysis and discussion of case studies and contemporary management problems is conducted.

Pre-requisites of MAN 150 and MAN 151 are required.

Credits: 3

On Occasion

MAN 193 Independent Study

For those students in the last semester of their senior year who require one to three credits to meet minimum requirements for graduation. Students must complete an Application for Independent Study to be approved by the Department Chair and the Dean. Students are assigned to a faculty member who supervises the Independent Study course or project. Students may be required to write a research paper or take a comprehensive examination (or both) in addition to all other course requirements.

Credits: 3

On Demand

MAN 195 Honors Study

Honors Study is designed to give out-standing students an opportunity to do independent work in their major under the guidance of the faculty.

There are no regular class meetings. To be eligible, students must have upper-junior or senior status, 12 credits in one of the major fields of the School of Business, Public Administration and Information Sciences, a cumulative quality-point ratio of 3.00 and a 3.25 ratio in their major subject, and the permission of the Chair of the Department and the Dean. Students must complete an Application for Honors Study outlining the research project or independent work to be under-taken and the name of the supervising faculty member. A total of six credits of Honors Study is the maximum allowed.

Credits: 3

On Demand

MAN 196 Honors Study

Honors Study is designed to give out-standing students an opportunity to do independent work in their major under the guidance of the faculty.

There are no regular class meetings. To be eligible, students must have upper-junior or senior status, 12 credits in one of the major fields of the School of Business, Public Administration and Information Sciences, a cumulative quality-point ratio of 3.00 and a 3.25 ratio in their major subject, and the permission of the Chair of the Department and the Dean. Students must complete an Application for Honors Study outlining the research project or independent work to be under-taken and the name of the supervising faculty member. A total of six credits of Honors Study is the maximum allowed.

Credits: 3

On Demand

MAN 197 Internship Study

For Sophomore-Senior student in good academic standing who has taken the introductory course in the discipline and at least 6 additional credits of advanced coursework in the discipline. Student's internship must be approved by the department. Students are assigned to a faculty member who supervises the Internship Study course or project. Students may be required to write a research paper or complete a project in addition to all other course requirements.

The pre-requisites of MAN 101 and two advanced Management courses are required.

Credits: 1 to 3

On Demand

MAN 405 Creating and Managing a Small Business

This course focuses on the steps needed to create and manage a small business. Students use knowledge of accounting, finance, management, and marketing to develop a business plan for a new small business venture. The course uses some case studies and original students business ideas.

Pre-requisites of MAN 101, ACC 102 and MKT 101 are required.

Credits: 3

On Occasion

MKT 101 The Fundamentals of Marketing

A detailed and critical analysis of the nature and purpose of marketing designed to give the student an overall view of the field. Emphasizes the importance of integration and coordination of marketing activities so that practice and procedure can be geared to understanding effective operations. Consideration is given to such areas as the consumer and the market, product planning and development, distribution structure, pricing, marketing research, advertising and sales promotion, and the marketing of industrial goods and services. A fundamental approach to the area of model construction in marketing is also examined.

Credits: 3

Every Fall and Spring

MKT 125 Consumer Behavior

The aspects underlying consumer decisions and experiences in relation to effective marketing management. The study of the social sciences on which behavior is based, drawing on the fields of psychology, sociology, cultural anthropology. Topics include learning, motivation, attitudes of consumers, ethical consumer issues, cross-cultural consumer behavior and technological aspects influencing consumer behavior.

Pre-requisite of MKT 101 is required.

Credits: 3

Every Fall and Spring

MKT 131 Marketing Research: Its Planning Techniques and Evaluation by Management in the Solution of Marketing

Marketing research viewed as a systematic problem-solving activity concerned with the compilation, analysis and interpretation of marketplace trends. Makes available the various techniques that are generally derived from the physical and social sciences.

Pre-requisite of MKT 101 is required.

Credits: 3

Every Fall and Spring

MKT 133 Advertising and Promotion: Mass Communication Principles and Practices

Offers an understanding of the role of advertising as a vital tool in business and a study of its techniques and practices. An examination of the strategies involved in planning, visualizing and writing advertising copy for mass communication media. In creating advertising, students will take an idea through the stages involved to its completion as a printed or broadcast message. An attempt is made to develop the creative capabilities of the student.

Pre-requisite of MKT 101 is required.

Credits: 3

On Occasion

MKT 134 Advertisement Management: Planning, Evaluation and Decision Making

Advertising management from the points of view of the marketing manager and the general administrator. Advertising is examined as a part of the total marketing mix: advertising and promotion, planning and budgeting, determination of advertising objectives, evaluation of advertising effectiveness, working with advertising agencies. Mathematical programming and case studies will supplement lectures and discussion.

Pre-requisite of MKT 101 is required.

Credits: 3

On Occasion

MKT 135 e-Marketing

The rise of the Internet and its proliferation as a mass medium has impacted the traditional role of marketing. Business is becoming increasingly interactive, individualized and efficient. The objective of this course is to give students an overview of utilizing the Internet as a marketing tool and to provide a practical framework for effective Internet marketing. Course topics include understanding the impact of the Internet on business, developing Internet marketing strategies, and describing the consumer online exchange process and its outcomes.

Pre-requisite of MKT 101 is required.

Credits: 3

On Occasion

MKT 137 Advanced Market Research

The application of marketing research to problem areas such as sales management, market potentials, pre-testing and post-testing and advertisements, and new product introduction and distribution. The use of marketing research as a tool in specialized areas such as sales forecasting, media evaluation, consumer motivation and buyer behavior. Mathematical programming and case studies are used.

Pre-requisite of MKT 131 is required.

Credits: 3

On Occasion

MKT 138 International Marketing

The rise of the global corporation is now an irreversible trend that poses many unique challenges not only to multinational American corporations but also to English, Japanese, German

and other worldwide corporations. The course deals with diversified socioeconomic and political environments in different parts of the world and considers basic marketing principles and tools as they relate to the international framework. International demand analysis, channels of distribution, technical and legal features of international exchange, pricing and credit arrangements, and advertising and promotion are considered.

Pre-requisite of MKT 101 is required.

Credits: 3

On Occasion

MKT 141 Sales Management

Analysis of sales strategy and adaptive selling methods. Finding and reaching prospective buyers, developing effective sales presentations, handling objections and closing sales. Topics include developing personal attributes necessary for pursuing a career in sales.

Pre-requisite of MKT 101 is required.

Credits: 3

On Occasion

MKT 142 Seminar in Marketing Problems

This course tracks contemporary market-place realities and their impact for future job search opportunities. To that end, it examines various marketing strategies to be applied to products or services selected by students. Designed to give students the opportunity for an in-depth assessment regarding future marketplace potential and all marketing implications. Three credits.

Prerequisites:

Pre-requisites of MKT 101 is required.

Credits: 3

On Occasion

MKT 143 Healthcare Marketing

Focuses on the application of marketing principles and concepts in healthcare industry, specifically hospital, pharmaceutical, insurance, physician and patient. This course is specifically designed to introduce students to the marketing issues relevant to the operations in a health care environment. Topics include market segmentation, marketing mix, patient behavior, and strategic marketing planning.

Pre-requisite of MKT 101 is required.

Credits: 3

On Occasion

MKT 144 Sports Marketing

A comprehensive study of the dynamic growth of the sports industry in the U.S. and global markets, and the role of sports marketing in its current and future growth. The course examines the specific application of marketing principles and processes to sport products and the marketing of non-sports products through association with the sport, such as sponsorships. Also explored is how sports organizations define their businesses as entertainment providers that use the latest marketing techniques to understand consumers

and provide sports products that satisfy their needs. This will include the role of major corporations in sponsorships, team and event promotions, and advertising in mass media such as national TV networks, cable TV and the Internet.

Pre-requisite of MKT 101 is required.

Credits: 3

On Occasion

MKT 145 Telecommunications: Marketing in the Information Age

An exploration of the effect of the Information Age on the management of ideas, products and services. A major consideration is the infrastructure implications of telecommunications on new products or services. Also explored is the significance of telecommunications for tomorrow's business environment.

Pre-requisite of MKT 101 is required.

Credits: 3

On Occasion

MKT 146 Fashion Marketing

An overview of the fashion industry in the U.S. and other foreign countries. Areas of study include history, terminology, theories of fashion, and fashion development from concept design to consumer end use. American and European designers, apparel manufacturers, retailers, and fashion marketing practices will be discussed.

Pre-requisites of MKT 101 is required.

Credits: 3

Every Fall

MKT 151 Marketing Strategy

This course presents the marketing strategy concept as a management tool for optimizing profitability and long-term goals under uncertainty. It focuses on the marketer's deployment of resources to achieve stated goals in a competitive environment through following a unified, comprehensive, and integrated plan. Topics include environmental scanning, marketing opportunity and performance analysis, competitive forces analysis, brand positioning and management, optimal pricing, and distributions.

Pre-requisite of MKT 101 is required.

Credits: 3

On Occasion

MKT 193 Independent Study

For those students in the last semester of their senior year who require one to three credits to meet minimum requirements for graduation. Students must complete an Application for Independent Study to be approved by the Department Chair and the Dean. Students are assigned to a faculty member who supervises the Independent Study course or project. Students may be required to write a research paper in addition to all other course requirements.

Credits: 3

On Demand

MKT 195 Honors Study

Honors study is designed to give outstanding students an opportunity to do independent work in their major under the guidance of faculty. There are no regular class meetings. To be eligible, students must have upper-junior or senior status, 12 credits in one of the major fields of the School of Business, Public Administration and Information Sciences, a cumulative quality-point ratio of 3.00 and a 3.25 ratio in their major subject, and the permission of the Chair of the Department and the Dean. Students must complete an Application for Honors Study outlining the research object or independent work to be undertaken and the name of the supervising faculty. A total of six credits of Honors Study is the maximum allowed.

Credits: 3

On Demand

MKT 196 Honors Study

Honors study is designed to give outstanding students an opportunity to do independent work in their major under the guidance of faculty. There are no regular class meetings. To be eligible, students must have upper-junior or senior status, 12 credits in one of the major fields of the School of Business, Public Administration and Information Sciences, a cumulative quality-point ratio of 3.00 and a 3.25 ratio in their major subject, and the permission of the Chair of the Department and the Dean. Students must complete an Application for Honors Study outlining the research object or independent work to be undertaken and the name of the supervising faculty. A total of six credits of Honors Study is the maximum allowed.

Credits: 3

On Demand

MKT 197 Internship Study

For Sophomore-Senior student in good academic standing who has taken the introductory course in the discipline and at least 6 additional credits of advanced coursework in the discipline. Student's internship must be approved by the department. Students are assigned to a faculty member who supervises the Internship Study course or project. Students may be required to write a research paper or complete a project in addition to all other course requirements.

The pre-requisites of MKT 101 and two advanced Marketing courses are required.

Credits: 1 to 3

On Demand

QAS 128 Business Statistics I

A study of the foundations in statistical methods as they apply to the analysis of business conditions and projections. Topics covered include: graphic and tabular representations, measure of central tendency and dispersion, probability, binomial and normal distributions, sampling distributions and hypothesis testing, simple regression and

correlation analysis, and index numbers.

Pre-requisite of MTH 16 is required.

Credits: 3

Every Fall, Spring and Summer

QAS 129 Business Statistics II

A review of computer-augmented applications of statistical methods and analyses with emphasis on business and economic forecasts and projections. Topics covered include normal, t, chi-square, and F distributions as they apply to sampling theory, hypothesis testing, multivariate regression, and correlation analysis.

The pre-requisites of MTH 16 and QA 128 or MTH 100 are required.

Credits: 3

Every Fall, Spring and Summer

SCHOOL OF EDUCATION

Long Island University's Brooklyn Campus School of Education prepares teachers, counselors, administrators and school psychologists for the challenges and the rewards of working in urban settings. Many of our students and faculty members are themselves urban dwellers, immigrants, or members of ethno-linguistic and racial groups, who bring diverse perspectives to the classroom environment. 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).

Through rigorous and stimulating programs of study, students have the opportunity to work in urban schools and in a broad range of educational and/or mental health settings; to develop an inquiry stance toward practice; to integrate theory and practice; and to achieve high standards of practice.

Our programs are designed to ensure that our graduates keep pace with changes and innovations in teaching and in counseling. 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: The Teaching and Learning (TAL) and Human Development and Leadership (HDL) departments provide educational opportunities leading to rewarding careers serving urban youth and families. TAL offers undergraduate and graduate degree programs in multiple teacher certification areas. HDL offers graduate programs in school counseling, mental health counseling, school psychology and educational leadership. Our professors are experts in these fields, with a range of experience that enables them to bring best practices into the classroom. All programs incorporate fieldwork throughout the curriculum and draw upon long-term relationships with schools and organizations in New York City that offer placements that are well suited to students' needs and interests. Please consult the sections below describing in detail each department and its offerings.

For information, please contact the Dean's Office at 718-488-1055, fax 718-488-3472, or visit the website at www.liu.edu/brooklyn/soe. Find us on Facebook at www.facebook.com/groups/LIU.SOE.BK.

Cecelia Traugh

Dean

cecelia.traugh@liu.edu

Amy Ginsberg

Associate Dean

amy.ginsberg@liu.edu

Shinelle Romeo-Walcott

Office Manager

shinelle.romeo@liu.edu

Kathleen Prince

Secretary for HDL

kathleen.prince@liu.edu

Carolyn Patterson

Secretary for TAL

carolyn.patterson@liu.edu

KEEPS: The School of Education's Mission Statement

The KEEPS mission statement of Long Island University's Brooklyn Campus addresses one of the most important questions in urban education today: How can urban educators be expertly prepared to meet the rising academic standards while recognizing the unique experiences and strengths of urban schools and their children? One of the many strengths of the School of Education is that many of its future and practicing educators are themselves urban dwellers, immigrants, or members of ethno-linguistic and racial minorities. Thus, many of its educators bring to the classroom the experiential knowledge of urban and minority communities, essential to educating the children and families in those communities. The KEEPS mission is designed to help all urban educators meet rising academic standards, while also meeting performance standards that are based on the experiences and life of urban schools and their children.

KEEPS MISSION IN BRIEF

KEEPS: The desired qualities of LIU Brooklyn Educators

To carry on the important mission of the Brooklyn Campus School of Education, we value:

KNOWLEDGE and intellectual inquisitiveness about children, schools and the world.

ENQUIRY, or the collective discipline of observation, reflection, and non-judgmental description of children and their schoolwork, as well as descriptive inquiry of teaching and professional practice.

EMPATHY that rests on the human uniqueness and capacity to develop, as well as responsiveness to the needs and interests of urban learners and communities.

PLURALISM and attention to differences and to inclusion of all in the learning community of schools and the wider community.

SOCIAL COMMITMENT and the building of a just and democratic society.

KEEPS MISSION IN DEPTH

KNOWLEDGE and intellectual inquisitiveness about children, schools and the world.

Brooklyn Campus 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.

Brooklyn Campus 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, about schools and classrooms. Varied modes of writing and discussing are used throughout the curriculum to generate deep knowledge of academic texts, children and learners, teaching practice, and one another. Technology is used to increase connections and interrelatedness and thus support the construction of knowledge.

We value knowledge constructed over time and thus collect our work and that of the students with whom we work longitudinally. We actively use our collections of work to deepen reflection and generate knowledge. We're responsible thinkers, capable of reflecting on our own work, forming our own opinions, and using our knowledge to act independently in socially responsible ways.

ENQUIRY or the collective discipline of observation, reflection, and non-judgmental description of children and their school work, as well as descriptive inquiry of teaching and professional practice.

Brooklyn Campus educators value being active inquirers, curious about social and natural phenomena, able to imagine, and to invent. We're seriously reflective, and take time to study, reflect on words and texts, observe, research, collect work. We observe learners and their work closely and are able to describe them accurately while withholding judgment. We also value description and reflective review of our own teaching practice. We attach great importance to our ability as a group to inquire collectively into these matters and to include the voices of all members of the learning community, regardless of rank or function. We value acknowledging the range of attitudes, beliefs, experiences, knowledge and lenses of the group involved in the collective inquiry, and we look for the common threads as community is shaped. We use our collective inquiry to shape community and to create knowledge as a base for action, review, and constant regeneration and transformation.

The School of Education's curriculum includes specific courses that develop the foundational discipline of collective descriptive inquiry as it applies to children, classrooms, and schools, and it provides ample opportunity to practice descriptive inquiry both in college classrooms and in schools. We read the best literature available, supporting the development of educators' habits of being active inquirers, remaining "wide awake" in the words of Maxine Greene, being attentive to differences, and being able to withhold judgment.

This creates an inclusive space with an expanded range of possibilities, enabling our capacity both to act and to transform.

Brooklyn Campus 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. Brooklyn Campus educators know that no two students are identical, as each person comes with his or her own world of experiences and beliefs, innate talents and learned skills. We believe in the potential of all students and seek to help students build on their strengths and abilities. We are deeply committed to the idea that all learners are capable of reaching their own unique potential. As empathic and caring educators, we are interested in attending to each individual student. To accomplish the goal of helping individual students grow, we seek to understand the unique perspectives and backgrounds of our students and their social context, and work within their frames of reference to help them accomplish what they seek. The curriculum of the School of Education uses collective inquiry, collaborative group work, and interactive dialogue journals to create a caring community of learners. From the very beginning, the curriculum includes field-based practices with individual children and families, building up the close familiarity that is required for empathy.

The curriculum also develops students' ethnographic skills to study communities and to build transcultural understanding and empathy.

PLURALISM and attention to differences and to inclusion of all in the learning community of schools and in the wider community.

Brooklyn Campus 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 and Latino communities, groups who are historically underrepresented in the U.S. overall, and yet overrepresented in

Brooklyn schools, and we use this knowledge in teaching. We also value ethnographic processes of observation and participation that enable us to gain understanding of the complex and dynamic pluralism of communities.

The curriculum of the School of Education advances this value by recognizing ethnic, racial, gender, language, and ability differences, and by framing issues of child development, language and literacies, and teaching and learning within sociocultural and sociohistorical contexts. All courses in the School of Education's curriculum pay particular attention to the education of learners with disabilities and those who are bilingual, bidialectal, or learning English. While developing knowledge of specific skills and approaches needed to educate different groups of learners, for different purposes, and in different contexts, we also develop strategies for inclusion of all learners.

SOCIAL COMMITMENT and the building of a just and democratic society.

Brooklyn Campus educators are committed to making sure that all students, regardless of race, class, gender, language, sexual orientation or abilities, receive equitable educational services. We value the importance of inclusion in education and the merits of children from diverse educational and ethnic backgrounds learning together. We understand the relationship between our educational and social roles, as we advocate for children and learners and the transformation of classrooms and schools, toward the building of a better and more just world. In addition, we require that students demonstrate academic integrity, professional responsibility and ethical behavior in their scholarship and practice.

The School of Education's curriculum has strong field-based practices and develops democratic plural communities of learners and educators who are actively engaged in the transformation of urban schools and classrooms. The curriculum prepares educators for social action, empowering them to transform practices, curricula, and schools, so as to build a more just world.

School of Education Resources

Learning Center for Educators & Families (LCEF)

The Learning Center for Educators & Families (LCEF) is the off-campus extension of Long Island University's Brooklyn Campus School of Education. LCEF provides a supportive environment for prospective and practicing teachers, which allows them to hone their skills. In service of these aims, LCEF provides meeting space for the School of Education faculty and for groups of teachers from the NYC schools to collaborate and work on various projects together. Classrooms at LCEF are designed as flexible spaces for hands-on collaborative learning.

LCEF has a state of the art computer lab as well as Smart Boards thus enabling faculty and students

to use technology in a meaningful way in their own studies as well as developing relevant curriculum for their own classrooms.

The Family University (FUN) After School Program for the children of Long Island University's Brooklyn Campus students is housed at LCEF and provides a setting for teacher education students to see creative arts and community building activities in action. It is used as a fieldwork site for students in education, social work, music and art departments. The children's presence in the building alongside the teacher education students serves as a reminder that theory and practice can be integrated.

Center for Urban Educators (CUE)

The mission of the Center for Urban Educators (CUE) is the reform of urban teacher education. The vision of teaching and schools guiding the Center's work is one that supports teachers as socially responsible people who are intellectually engaged and act as advocates of children, parents, and their communities. The Center works within the School of Education of Long Island University's Brooklyn Campus and in partnership with New York City public schools.

CUE's core values are beliefs in human capacity and worth and in the importance of educating for democracy. The Center puts diverse perspectives and experiences alongside each other with the aim of getting beyond convention and creating new possibilities for teaching. In order to create these opportunities, CUE supports educators' use of observation, description, and story as ways of generating understanding out of the lived experiences of teaching and learning. CUE incorporates descriptive inquiry to enact its values.

In its efforts to further its mission, CUE has developed a multifaceted 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 Long Island University Brooklyn Campus and supports publications.

The Teacher Resource Center

The Teacher Resource Center (Pratt #250), part of Long Island University's Brooklyn Campus School of Education New Teacher Support Services (Pratt #216), was created to provide the resources and workshops to help new teachers feel more successful in their classrooms. Materials are available to instructors as well.

The Center, open Monday through Thursday, from 3 p.m. to 7 p.m. (Fall/Spring/Summer semesters), welcomes students and instructors to come in and browse, get work done, use the computers, have a cup of tea or coffee, and meet with other teachers.

TEACHING AND LEARNING

Professors Kesson (Chair), Rivera, Traugh (Dean)
Professors Emeriti Berkowitz, Kazlow, Long, Nathanson

Associate Professors Bains, Dyasi, Blitzer, Lava, Lehman, Lemberger, Zinar

Associate Professor Emeriti Floyd, Singer

Assistant Professors Baglieri, Daniels, Salloum, Systra

Assistant Professor Visiting Pabon

Instructor Larossa

Adjunct: 21

The Department of Teaching and Learning offers several majors at the undergraduate level, all leading to NYS teaching certification. All majors emphasize hands-on learning in a multicultural context. Classes are small, fostering an atmosphere of inquiry and reflection. Fieldwork and student teaching placements are in partner schools especially selected for excellence and diversity. With our emphasis on practice, students are out in the schools – observing, learning and doing – from the very beginning.

The following majors are offered:

- B.S., Childhood Urban Education (1-6)
- B.S., Adolescence Urban Education (7-12) in Biology, Chemistry, or Mathematics
- B.A., Adolescence Urban Education (7-12) in English, Social Studies, or Spanish
- B.S., Adolescence/Middle Childhood Urban Education (5-12) in Biology, Chemistry, or Mathematics
- B.A., Middle Childhood and Adolescence Urban Education (5-12) in English, or Social Studies
- B.S., Teacher of Physical Education in Urban Schools (all grades)
- B.F.A., Teacher of Visual Arts in Urban Schools (all grades)
- B.S., Music Education in Urban Schools (all grades)

An optional extension in Middle Childhood Education (Grades 7-9) in English, Biology, Chemistry, Math, Social Studies, or Spanish is available for majors in Childhood Education.

An optional extension in Bilingual Education is available for majors in Childhood Education, Adolescence Education, and Middle Childhood and Adolescence Education.

Students planning to teach at an elementary school level must major in Childhood Urban Education and have a concentration or second major in one of the accepted liberal arts and sciences areas.

Childhood Education must be their first major.

Students planning to teach at the secondary school level must major in both Adolescence Urban Education and the appropriate major in liberal arts and sciences. For reasons of certification, the primary major must be Adolescence Education.

Students planning to be teachers of physical

education must major in Physical Education within the Department of Teaching and Learning. The program includes courses in physical education and sports sciences in addition to selected courses in Teaching and Learning.

Students planning to be teachers of art or music education complete majors in the Department of Visual Arts and the Department of Music respectively along with specified courses in Teaching and Learning.

Requirements applicable to all the majors are described below in Core Program in Teaching and Learning. Specific descriptions of the majors may be found in the following section, Program Options in Teaching and Learning.

Core Program in Teaching and Learning

Admission and Progression

To enter any undergraduate program in Teaching and Learning, students must first be admitted to the LIU Brooklyn Campus, either as a freshman or as a transfer student. Students generally begin their TAL program in the second semester of their sophomore year. Students may, however, take the first course, TAL 201, starting in the second semester of their freshman year.

The undergraduate program in Teaching and Learning is divided into a pre-professional and a professional stage. All students are accepted into the pre-professional stage, consisting of the first 6 credits:

- TAL 201 Teaching: Imagine the Possibilities
- TAL 301 Observing and Describing Children
- or**
- TAL 302 Observing and Describing Adolescents

In order to move from the Pre-Professional Stage to the Professional Stage, students must have:

1. Completed a minimum of 66 general college credits with an overall minimum grade point average of 2.5;
2. TAL undergraduate majors must adhere to the liberal arts and sciences proficiency and core requirements, except for the following modifications:
Mathematics 10, 11z and 12z are required;
The natural science requirement is as follow:
Childhood and Adolescent Education
Physics 20, Chemistry 21, and Biology 22
Physical Education
Biology 3, Biology 4 and Biology 131
3. Successfully completed any required mathematics and English courses;
4. Achieved a minimum 3.0 average in the pre-professional TAL courses.

Students seeking to move from the pre-professional stage are reviewed by faculty to make sure that they meet these requirements. Students in the professional stage are reviewed at the end of each semester to ensure that they are maintaining a

minimum 3.0 GPA in their TAL courses. They are also expected to gradually raise their overall GPA to at least 2.67, which is required for admission to student teaching. Students who fail to meet progression requirements and who are not favorably reviewed are subject to probation or dismissal from the program.

During the professional stage students must take and pass the Liberal Arts and Sciences Test (LAST); this is a prerequisite to student teaching. The Department of TAL holds workshops to prepare students for the exam.

Fieldwork and Student Teaching

Fieldwork is required in almost all undergraduate TAL program courses. It is also a NYS requirement for teacher certification. TAL fieldwork is designed to give students the opportunity to apply the concepts and skills from TAL classes in a real-world setting and to help prepare them for student teaching. Students must complete all required fieldwork to get a passing grade in a TAL course.

In order to complete fieldwork requirements, students should plan to have at least one day a week available each semester to be in a school placement during school hours. Fieldwork placements are arranged during the first week of the semester by the Fieldwork Coordinator, Paraprofessionals currently working in schools may be able, depending on circumstances, to complete their fieldwork in their place of employment.

Student teaching is usually completed during the last semester of the senior year. It is a full-time, 9-credit experience that consists of all-day student teaching, selected courses in TAL and the student teaching seminar. Students work in the classroom under the supervision of a cooperating teacher and are evaluated by a LIU faculty supervisor.

Students must apply for admission to student teaching during the previous semester. To be admitted to student teaching, students must have:

1. Completed at least 100 credits with an overall grade point average of 2.67;
2. Completed all prerequisite TAL courses with at least a 3.0 average.
3. Passed the Liberal Arts and Sciences Test (LAST) of the New York State Teacher Certification Exam (NYSTCE)
4. Attended an Orientation session with the Director of Field Experiences and School Relations.
5. Completed an interview with a faculty member and received a positive reference from a professor.

Graduation and Certification

To graduate with a major in Teaching and Learning students must have:

1. Completed a minimum of 128 credits with an overall GPA of at least 2.67
2. Completed all TAL program requirements including student teaching and a passing score on the LAST.

3. ALCX 702, ALCX 703 & ALCX 704

In order to qualify for initial student teaching certification, students must:

1. Meet all the graduation requirements as stated above,
2. Complete state-mandated training in child abuse identification and reporting, school violence prevention, fire-safety, substance abuse prevention, and abduction prevention,
3. Complete all required portions of the NYSTCE,
4. Be a U.S. citizen or sign a Declaration of Intent

The following sections of the New York State Teacher Certification Exam are required for teaching certification:

1. Liberal Arts and Science Test, (LAST)
2. Assessment of Teaching Skills- Written (ATS-W)
3. Content Specialty Test (CST) in the student's certification area. (Candidates in Childhood Education must pass the Multi-Subject CST.)
4. For students seeking a Bilingual Extension, the Bilingual Education Assessment (BEA) in the target language of instruction.

Students receive state-mandated training in child abuse identification and reporting, school violence prevention, fire-safety, substance abuse prevention, and abduction by completing the following workshops offered through the School of Continuing Education:

- ALCX 702 - Child Abuse Identification and Reporting
- ALCX 703 - Violence Prevention
- ALCX 704 - Fire Safety, Substance Abuse, and Abduction Prevention

After granting initial certification, the NYSED allows five more years for candidates to complete requirements for professional certification, which include the following:

1. Master's degree in Education or in a related liberal arts and sciences subject;
2. One year of full-time mentored teaching experience and two additional years of teaching experience.

The School of Education Certification Officer assists students in obtaining certification when all the requirements have been met.

Program Options in Teaching and Learning

Adolescence Urban Education; Middle Childhood and Adolescence Urban Education; Optional Extension in Bilingual Education

The 128-credit B.A. or B.S in Adolescence Urban Education (Grades 7-12) leads to the degree of Bachelor of Arts or Bachelor of Science and eligibility for initial NYS teaching certification.

The program in Adolescence Urban Education leads to certification in Adolescence, grades 7-12, preparing students to teach one of the content areas (Biology, Chemistry, English, Math, Social Studies, or Spanish) at the secondary school level.

The 128-credit B.A. or B.S in Adolescence/Middle Childhood Urban Education (Grades 5-12) leads to dual certification in Adolescence Education, grades 7-12 and Middle Childhood Education, grades 5-6. It prepares students to teach one of the content areas (Biology, Chemistry, English, Math, Social Studies, or Spanish) at the middle and secondary school levels.

The major in Adolescence Urban Education consists of 31 credits in Teaching and Learning. The major in Adolescence and Middle Childhood Education consists of 38 credits in Teaching and Learning. In addition, all students must complete a second major in their content area specialty (Biology, Chemistry, English, Math, Social Studies, or Spanish). Requirements for the second major may be found in the appropriate section of this bulletin.

An optional extension in Bilingual Education (7 credits) prepares students to teach in bilingual classrooms.

The Adolescence and the Middle Childhood and Adolescence Urban Education programs are divided into a pre-professional stage and a professional stage. All students are welcome to take 6 credits of pre-professional courses. Students must meet the specific requirements for progression into the professional stage, completion of fieldwork hours, admission to student teaching, and graduation that are described in the previous section. Core Program in Teaching and Learning Students graduating from the program are eligible for NYS certification once they have passed all required portions of the New York State Teacher Certification Exam (NYSTCE). The TAL Certification Officer assists students in applying for certification when all requirements are met.

B.S. in Adolescent Urban Education: Mathematics

Requirements for Adolescence Urban Education - 7-12 Mathematics, BS.

TAL	201	Teaching: Imagine the Possibilities	3.00
TAL	251	Students with Special Needs	3.00
TAL	302	Observing and Describing Middle Childhood and Adolescent Learners	3.00
TAL	352	Sociology and Education	3.00
TAL	400	The Developing Adolescent	3.00
TAL	401	Language and Literacy II	3.00

TAL	406	Health Education for Teachers	1.00
TAL	421	Language & Literacy III: The Adolescent Learner	3.00
TAL	460	Student Teaching in Adolescence Education	3.00
TAL	461	Student Teaching Seminar in Adolescence Education	3.00
TAL	413	Teaching and Learning Mathematics/Technology in Middle and Secondary Schools	3.00

B.S. in Adolescent Urban Education: Biology

Requirements for Adolescence Urban Education - 7-12 Biology, BS.

TAL	201	Teaching: Imagine the Possibilities	3.00
TAL	251	Students with Special Needs	3.00
TAL	302	Observing and Describing Middle Childhood and Adolescent Learners	3.00
TAL	352	Sociology and Education	3.00
TAL	400	The Developing Adolescent	3.00
TAL	401	Language and Literacy II	3.00
TAL	406	Health Education for Teachers	1.00
TAL	421	Language & Literacy III: The Adolescent Learner	3.00
TAL	460	Student Teaching in Adolescence Education	3.00
TAL	461	Student Teaching Seminar in Adolescence Education	3.00
TAL	414	Teaching and Learning Science/Technology in Middle and Secondary Schools	3.00

B.S. in Adolescent Urban Education: Chemistry

Requirements for Adolescence Urban Education - 7-12 Chemistry, BS.

TAL	201	Teaching: Imagine the Possibilities	3.00
TAL	251	Students with Special Needs	3.00

TAL	302	Observing and Describing Middle Childhood and Adolescent Learners	3.00
TAL	352	Sociology and Education	3.00
TAL	400	The Developing Adolescent	3.00
TAL	401	Language and Literacy II	3.00
TAL	406	Health Education for Teachers	1.00
TAL	421	Language & Literacy III: The Adolescent Learner	3.00
TAL	460	Student Teaching in Adolescence Education	3.00
TAL	461	Student Teaching Seminar in Adolescence Education	3.00
TAL	414	Teaching and Learning Science/Technology in Middle and Secondary Schools	3.00

B.A. in Adolescent Urban Education: Spanish

Requirements for Adolescence Urban Education - (7-12) Spanish B.A.

All of the following courses are required:

TAL	201	Teaching: Imagine the Possibilities	3.00
TAL	251	Students with Special Needs	3.00
TAL	302	Observing and Describing Middle Childhood and Adolescent Learners	3.00
TAL	352	Sociology and Education	3.00
TAL	400	The Developing Adolescent	3.00
TAL	401	Language and Literacy II	3.00
TAL	406	Health Education for Teachers	1.00
TAL	421	Language & Literacy III: The Adolescent Learner	3.00
TAL	460	Student Teaching in Adolescence Education	3.00
TAL	461	Student Teaching Seminar in Adolescence Education	3.00
TAL	415	Teaching and Learning a Language Other Than English in Middle and Secondary Schools	3.00

B.A. in Adolescent Urban Education: Social Studies

Requirements for Adolescence Urban Education - Social Studies, BA.

All of the following courses are required:

TAL	201	Teaching: Imagine the Possibilities	3.00
TAL	251	Students with Special Needs	3.00
TAL	302	Observing and Describing Middle Childhood and Adolescent Learners	3.00
TAL	352	Sociology and Education	3.00
TAL	400	The Developing Adolescent	3.00
TAL	401	Language and Literacy II	3.00
TAL	406	Health Education for Teachers	1.00
TAL	421	Language & Literacy III: The Adolescent Learner	3.00
TAL	460	Student Teaching in Adolescence Education	3.00
TAL	461	Student Teaching Seminar in Adolescence Education	3.00
TAL	412	Teaching and Learning Social Studies in Middle and Secondary Schools	3.00

B.A. in Adolescent Urban Education: English

Requirements for Adolescence Urban Education - English, BA.

All of the following courses are required:

TAL	201	Teaching: Imagine the Possibilities	3.00
TAL	251	Students with Special Needs	3.00
TAL	302	Observing and Describing Middle Childhood and Adolescent Learners	3.00
TAL	352	Sociology and Education	3.00
TAL	400	The Developing Adolescent	3.00
TAL	401	Language and Literacy II	3.00
TAL	406	Health Education for Teachers	1.00
TAL	421	Language & Literacy III: The Adolescent Learner	3.00
TAL	460	Student Teaching in Adolescence Education	3.00

TAL	461	Student Teaching Seminar in Adolescence Education	3.00
TAL	411	Teaching and Learning English Language Arts in Middle and Secondary Schools	3.00

B.S. in Middle Childhood and Adolescent Urban Education: Biology

Requirements for Adolescence Middle Childhood Urban Education 5-12 Biology, BS.

TAL	201	Teaching: Imagine the Possibilities	3.00
TAL	251	Students with Special Needs	3.00
TAL	302	Observing and Describing Middle Childhood and Adolescent Learners	3.00
TAL	350	The Developing Child	4.00
TAL	352	Sociology and Education	3.00
TAL	400	The Developing Adolescent	3.00
TAL	401	Language and Literacy II	3.00
TAL	406	Health Education for Teachers	1.00
TAL	408	Middle Childhood Curriculum	3.00
TAL	421	Language & Literacy III: The Adolescent Learner	3.00
TAL	460	Student Teaching in Adolescence Education	3.00
TAL	461	Student Teaching Seminar in Adolescence Education	3.00
TAL	414	Teaching and Learning Science/Technology in Middle and Secondary Schools	3.00

B.S. in Middle Childhood and Adolescent Urban Education: Chemistry

Requirements for Adolescence Middle Childhood Urban Education 5-12 Chemistry, BS.

TAL	201	Teaching: Imagine the Possibilities	3.00
-----	-----	-------------------------------------	------

TAL	251	Students with Special Needs	3.00
TAL	302	Observing and Describing Middle Childhood and Adolescent Learners	3.00
TAL	350	The Developing Child	4.00
TAL	352	Sociology and Education	3.00
TAL	400	The Developing Adolescent	3.00
TAL	401	Language and Literacy II	3.00
TAL	406	Health Education for Teachers	1.00
TAL	408	Middle Childhood Curriculum	3.00
TAL	421	Language & Literacy III: The Adolescent Learner	3.00
TAL	460	Student Teaching in Adolescence Education	3.00
TAL	461	Student Teaching Seminar in Adolescence Education	3.00
TAL	414	Teaching and Learning Science/Technology in Middle and Secondary Schools	3.00

B.A. in Middle Childhood and Adolescent Urban Education: English

Requirements for Adolescence Middle Childhood Urban Education 5-12 English, BA.

TAL	201	Teaching: Imagine the Possibilities	3.00
TAL	251	Students with Special Needs	3.00
TAL	302	Observing and Describing Middle Childhood and Adolescent Learners	3.00
TAL	350	The Developing Child	4.00
TAL	352	Sociology and Education	3.00
TAL	400	The Developing Adolescent	3.00
TAL	401	Language and Literacy II	3.00
TAL	406	Health Education for Teachers	1.00
TAL	408	Middle Childhood Curriculum	3.00
TAL	421	Language & Literacy III: The Adolescent Learner	3.00

TAL	460	Student Teaching in Adolescence Education	3.00
TAL	461	Student Teaching Seminar in Adolescence Education	3.00
TAL	411	Teaching and Learning English Language Arts in Middle and Secondary Schools	3.00

B.S. in Middle Childhood and Adolescent Urban Education: Mathematics

Requirements for Adolescence Middle Childhood Urban Education 5-12 Math, B.S..

TAL	201	Teaching: Imagine the Possibilities	3.00
TAL	251	Students with Special Needs	3.00
TAL	302	Observing and Describing Middle Childhood and Adolescent Learners	3.00
TAL	350	The Developing Child	4.00
TAL	352	Sociology and Education	3.00
TAL	400	The Developing Adolescent	3.00
TAL	401	Language and Literacy II	3.00
TAL	406	Health Education for Teachers	1.00
TAL	408	Middle Childhood Curriculum	3.00
TAL	421	Language & Literacy III: The Adolescent Learner	3.00
TAL	460	Student Teaching in Adolescence Education	3.00
TAL	461	Student Teaching Seminar in Adolescence Education	3.00
TAL	413	Teaching and Learning Mathematics/Technology in Middle and Secondary Schools	3.00

B.A. in Middle Childhood and Adolescent Urban Education: Spanish

Requirements for Adolescence Middle Childhood Urban Education 5-12 Spanish, BA.

TAL	201	Teaching: Imagine the Possibilities	3.00
TAL	251	Students with Special Needs	3.00
TAL	302	Observing and Describing Middle Childhood and Adolescent Learners	3.00
TAL	350	The Developing Child	4.00
TAL	352	Sociology and Education	3.00
TAL	400	The Developing Adolescent	3.00
TAL	401	Language and Literacy II	3.00
TAL	406	Health Education for Teachers	1.00
TAL	408	Middle Childhood Curriculum	3.00
TAL	421	Language & Literacy III: The Adolescent Learner	3.00
TAL	460	Student Teaching in Adolescence Education	3.00
TAL	461	Student Teaching Seminar in Adolescence Education	3.00
TAL	415	Teaching and Learning a Language Other Than English in Middle and Secondary Schools	3.00

B.A. in Middle Childhood and Adolescent Urban Education: Social Studies

Requirements for Adolescence Middle Childhood Urban Education 5-12 Social Studies, BA.

TAL	201	Teaching: Imagine the Possibilities	3.00
TAL	251	Students with Special Needs	3.00
TAL	302	Observing and Describing Middle Childhood and Adolescent Learners	3.00
TAL	350	The Developing Child	4.00
TAL	352	Sociology and Education	3.00

TAL	400	The Developing Adolescent	3.00
TAL	401	Language and Literacy II	3.00
TAL	406	Health Education for Teachers	1.00
TAL	408	Middle Childhood Curriculum	3.00
TAL	421	Language & Literacy III: The Adolescent Learner	3.00
TAL	460	Student Teaching in Adolescence Education	3.00
TAL	461	Student Teaching Seminar in Adolescence Education	3.00
TAL	412	Teaching and Learning Social Studies in Middle and Secondary Schools	3.00

Physical Education in Urban Schools

The 128-credit B.S. in Teacher of Physical Education in Urban Schools (Pre-K-Grade 12) leads to the degree of Bachelor of Science and eligibility for initial NYS certification in physical education, pre-kindergarten to grade 12. It prepares students to teach physical education at any grade level.

The major in Physical Education consists of 34 credits in Physical Education and Sports Sciences and 30 credits in Teaching and Learning, including student teaching. Students may begin their physical education coursework in their freshman year. They are encouraged to seek guidance from the PE program coordinator and TAL advisers as early as possible in their program.

The program is divided into a pre-professional stage and a professional stage. All students are welcome to take 6 credits of pre-professional courses. Students must meet the specific requirements for progression into the professional stage, completion of fieldwork hours, admission to student teaching, and graduation that are described in the previous section, Core Program in Teaching and Learning.

Students graduating from the program are eligible for NYS certification once they have passed all required portions of the New York State Teacher Certification Exam (NYSTCE). The TAL certification officer assists students in applying for certification when all requirements are met.

B.S. in Teacher of Physical Education in Urban Schools

Requirements for the Teacher of Physical Education in Urban Schools, B.S.

The following courses are required:

PE/ SPS	17	Teaching Movement and Dance for Children	1.00
PE/ SPS	21	Sport, Functional Training and Performance I	2.00
PE	23	Teaching Individual and Team Sports I	3.00
PE	24	Teaching Individual & Team Sports II	3.00
PE/ SPS	140	CPR/ First Aid / Safety	3.00
PE/ SPS	150	Motor Learning	3.00
PE/ SPS	151	Functional Kinesiology	3.00
PE/ SPS	152	Exercise Physiology I	3.00
PE/ SPS	154	Adapted Physical Education I	3.00
PE/ SPS	156	Evaluation in Health and Fitness	3.00
SPS/ PE	98	Beginning Weight Training	1.00
SPS/ PE	116	Beginning Karate	1.00
SPS/ PE	148	Nutritional Aspects of Fitness and Sport	3.00
SPS/ PE	190	Neuroscience	3.00

The following Teaching and Learning courses are required:

TAL	201	Teaching: Imagine the Possibilities	3.00
TAL	301	Observing and Describing Children	3.00
TAL	350	The Developing Child	4.00
TAL	351	Language and Literacy I	3.00
TAL	352	Sociology and Education	3.00
TAL	471	Teaching Physical Education Pre-K - Grade 6	3.00
TAL	476	Teaching Physical Education to Adolescents	3.00

TAL	490	Student Teaching in Physical Education	6.00
-----	-----	--	------

TAL	491	Student Teaching Seminar in Physical Education	2.00
-----	-----	--	------

B.S. Childhood Urban Education (1-6); Optional Extension in Bilingual Education; Optional Extension in Middle Childhood (7-9)

The 128-credit B.S. in Childhood Urban Education (Grades 1-6) leads to the degree of Bachelor of Science and eligibility for initial NYS certification in childhood education, grades 1-6. It prepares students to teach in elementary school classrooms.

The major in Childhood Urban Education consists of 40 credits in teaching and learning. Optional extensions are available for students interested in teaching in middle schools (6 credits) or in bilingual classrooms (7 credits).

In addition, all Childhood students must select a 30-credit concentration or a second major in a liberal arts and sciences area from among the following:

- Biology
- Chemistry
- Math
- English
- History
- Humanities
- Foreign Languages and Literature (Spanish)
- Psychology
- Social Sciences

Students should consult with a TAL advisor regarding requirements for the concentration. If choosing a double major, students must select Childhood Urban Education as their first major. The requirements for the second major can be found in the relevant department's section of the bulletin.

An optional extension in Middle Childhood Urban Education (6 credits) is available for students who wish to teach one of the content areas (Biology, Chemistry, English, Math, Social Studies, or Spanish) at the middle school level. Students interested in the middle childhood extension must have at least 30 credits in their chosen content area. An optional extension in Bilingual Education (7 credits) prepares students to teach in bilingual classrooms.

The Childhood Urban Education program is divided into a pre-professional stage and a professional stage. All students are welcome to take six credits of pre-professional courses. Students must meet the requirements for progression into the professional stage, completion of fieldwork hours, admission to student teaching and graduation that are described in the previous

section, Core Program in Teaching and Learning. Students graduating from the program are eligible for NYS certification once they have passed all required portions of the New York State Teacher Certification Exam (NYSTCE). The TAL Certification Officer assists students in applying for certification when all requirements are met.

Childhood Urban Education, B.S. All of the following courses are required.

TAL	201	Teaching: Imagine the Possibilities	3.00
TAL	301	Observing and Describing Children	3.00
TAL	350	The Developing Child	4.00
TAL	351	Language and Literacy I	3.00
TAL	352	Sociology and Education	3.00
TAL	353	Creating Inclusive Classroom Communities	3.00
TAL	401	Language and Literacy II	3.00
TAL	402	Teaching and Learning Social Studies in Elementary Schools	3.00
TAL	403	Teaching and Learning Mathematics/ Technology in Elementary Schools	3.00
TAL	404	Teaching and Learning Science/ Technology in Elementary Schools	3.00
TAL	450	Student Teaching in Childhood Education	6.00
TAL	451	Student Teaching Seminar in Childhood Education	3.00

Areas of Specialization for Childhood Urban Education, B.S.

Students must complete 30 credits in one of the following areas:

- Biology
- Chemistry
- Math
- English
- History
- Humanities
- Foreign Languages and Literature (Spanish)
- Psychology
- Social Science

See your TAL Department Advisor for information on choosing courses that meet the concentration requirements.

Optional Extension in Bilingual Education (7 credits)

An optional Bilingual Extension is available for those who can demonstrate bilingual proficiency. To qualify, students must take the following courses before student teaching:

- Teaching and Learning 356 - Bilingualism,

Bilingual Education and Multiculturalism (3 credits)

- Teaching and Learning 417 - Teaching in the Native Language (2 credits)
- Teaching and Learning 418 - Teaching in English in Bilingual Classrooms (2 credits)

Students seeking the Bilingual Education extension must also pass the Bilingual Education Assessment (BEA) of the NYSTCE in the target language.

Optional Extension in Middle Childhood (7-9) (6 credits)

To qualify for a Middle Childhood Extension to the Childhood Certification, students must take the following six credits before student teaching:

- Teaching and Learning 400 - The developing Adolescent (3 credits)
- Teaching and Learning 408 - Middle School Curriculum (3 credits)

B.F.A. in Teacher of Visual Arts in Urban Schools

The 128-credit B.F.A. in Teacher of Visual Arts in Urban Schools (Grades K through 12) leads to the degree of Bachelor of Fine Arts and eligibility for Initial NYS certification in Visual Arts Education, kindergarten to grade 12. It prepares students to teach art at any grade level.

The program of study in visual art education includes a full major in the Department of Visual Arts with selected courses in Teaching and Learning, including 6 credits of methods courses cross-listed between Teaching and Learning and Art.

The program is divided into a pre-professional stage and a professional stage. All students are welcome to take six credits of pre-professional courses. Students must meet the specific requirements for progression into the professional stage, completion of fieldwork hours, admission to student teaching and graduation that are described in the previous section, Core Program in Teaching and Learning.

Students graduating from the program are eligible for NYS certification once they have passed all required portions of the New York State Teacher Certification Exam (NYSTCE). The TAL Certification Officer assists students in apply for certification when all requirements are met.

B.S. in Music Education in Urban Schools (Pre-K-Grade 12)

The 128-credit B.S. in Music Education in Urban Schools (Pre-K-Grade 12) leads to a Bachelor of Science degree and eligibility for initial NYS certification in Music Education, pre-kindergarten to grade 12. It prepares students to teach music at any grade level.

The program of study in music education

includes a full major in the Department of Music with selected courses in Teaching and Learning, including 6 credits of methods courses cross-listed between Teaching and Learning and music.

The program is divided into a pre-professional stage and a professional stage. All students are welcome to take 6 credits of pre-professional courses. Students must meet the specific requirements for progression into the professional stage, completion of fieldwork hours, admission to student teaching, and graduation that are described in the previous section, Core Program in Teaching and Learning.

Students graduating from the program are eligible for NYS certification once they have passed all required portions of the New York State Teacher Certification Exam (NYSTCE). The TAL Certification Officer assists students in applying for certification when all requirements are met.

Teaching and Learning Courses

TAL 201 Teaching: Imagine the Possibilities

An introduction for the preprofessional student to the possibilities and processes of professional life in diverse inclusive urban schools through initial exploration of school contexts, learning processes, roles of teachers, and the self as a prospective teacher. Guided school visits, reflective writings, and seminal readings enable students to examine the field of education from historical, sociological and philosophical perspectives. Selected Teaching and Learning faculty discuss such current trends as multiculturalism and the inclusion of students with disabilities. For all students considering teaching as a career choice. Fifteen hours of structured fieldwork required.

Credits: 3

Every Fall and Spring

TAL 250 Developmental Psychology

An introductory study of the physical, cognitive, social, language, emotional, and moral development of children, adolescents, and adults from birth through the lifespan. The relationship between learning and development and the factors that may hinder or enhance these processes are explored. Throughout the course, attention is given to the ways in which race, culture, ethnicity, language, class, gender, sexual orientation, and disability play a role in the teaching and learning process.

Credits: 3

Every Fall and Spring

TAL 251 Students with Special Needs

An introduction to the historical and legislative background of exceptionality and special education. An overview is presented of behavioral characteristics and special educational needs of students who are exceptional in sensorimotor, cognitive, social-emotional and linguistic development. Attention is given to implications for teaching and learning, identification, referral, IEP

implementation, parent collaboration, and classification and organization for instructional purposes. Guided fieldwork experience is required.

Credits: 3

Every Fall and Spring

TAL 301 Observing and Describing Children

An introduction to a holistic method of observing and reflecting on children. Throughout the semester, students observe a child in home, school and community settings; this descriptive review process has as its philosophical foundation the premise that children construct knowledge and make meaning of their world. Students learn a descriptive vocabulary and the skills necessary to write a full and balanced portrayal of a learner that becomes fundamental to their teaching practice. Thirty hours of structured fieldwork are required.

The pre-requisite of TAL 201 is required.

Credits: 3

Every Fall and Spring

TAL 302 Observing and Describing Middle Childhood and Adolescent Learners

An exploration of the world of the middle childhood/adolescent learner using naturalistic inquiry methods such as participant observation and interviews in a variety of settings, including school, home and community. This descriptive review process has as its philosophical foundation the premise that all learners construct knowledge and make meaning within a sociocultural context. Students learn a descriptive vocabulary and the skills necessary to write a full and balanced portrayal of a learner that becomes fundamental to their teaching practice. Thirty hours of structured fieldwork are required.

The pre-requisite of TAL 201 is required.

Credits: 3

Every Fall and Spring

TAL 350 The Developing Child

An introductory examination of the process of change from birth through pre-adolescence in children from diverse backgrounds with a range of abilities. Theories of development and learning and ways in which they inform educational practices will be studied. Throughout the course, attention will be given to ways in which culture, race, class, ethnicity, gender; sexual orientation, language, and disability play a role in development and in the teaching and learning process. The course will also explore the lives of children who have disabilities from historical, legislative, educational, and autobiographical perspectives. The classification process in schools including how students are identified to have disabilities will be addressed. Students will have fieldwork experiences with children and will engage in different types of course assignments to develop discipline-specific writing skills. Writing-intensive course for the major. Fifteen hours of structured fieldwork required.

The pre-requisite of TAL 301 or 302 is required and a minimum GPA of 2.50.

Credits: 4

Every Fall and Spring

TAL 351 Language and Literacy I

A focus on emergent literacy, emphasizing the teaching of reading from a developmental socio-psycholinguistic perspective and highlighting the relationship between language and literacy. Different theories of teaching reading and writing are discussed. Students become familiar with appropriate literature for young children as well as the concept of multiple literacies. Special attention is given to developing strategies to meet individual learning needs within a collaborative and inclusive model, including the needs of children with disabilities, bilingual students and English-language learners. The role of assessment in planning instruction is also addressed. An integrated fieldwork experience includes the home, community and classroom teaching environments. Fifteen hours of structured fieldwork required.

The pre-requisite of TAL 301 or TAL 302 is required and a minimum GPA of 2.50 is required.

Credits: 3

Every Fall and Spring

TAL 352 Sociology and Education

A field-based course in which students use the results of sociological research to inform their observation and analysis of schools and society. Emphasis is placed on such variables as parental involvement and home environment, race/ethnicity, and social class as well as school-related variables, including grouping and teaching practices, teacher attributes and expectations, class and school size, and curriculum. Students make an observational study in a classroom setting that addresses a problem of significance. Ten hours of structured fieldwork are required.

The pre-requisite of TAL 301 or 302 is required and a minimum GPA of 2.50.

Credits: 3

Every Fall and Spring

TAL 356 Bilingualism Bilingual Education and Multiculturalism

An introduction to the individual, social, cognitive and linguistic nature of bilingualism, including issues related to assessment and second language acquisition. The course also addresses bilingual education policies, historical and legal foundations, program models, and practices, including the impact of culture on teaching and learning. Ten hours of structured fieldwork required.

The pre-requisite of TAL 301 or 302 is required and a minimum GPA of 2.50.

Credits: 3

On Occasion

TAL 399 Preparing for the NYSTCE

A course that enhances students' ability to read critically and write serious essays, while deepening the liberal arts and sciences knowledge base required for the Liberal Arts and Sciences Test (LAST). Successful test-taking strategies. Required

of all students who have not passed the LAST. Forty-five hours. Pass/Fail only. Noncredit. This course has an additional fee. Prerequisites: Admission to the professional stage, TAL 201, 301 or 302.

The pre-requisites of TAL 201, 301 or 302 are required.

Credits: 0

On Occasion

TAL 400 The Developing Adolescent

A focus on the preadolescent and adolescent that examines the processes of growth and development in individuals from diverse backgrounds with a range of abilities. Theories of development and learning and ways in which they inform social and educational practices are studied. The relationship between learning and development and the factors that may hinder or enhance these processes are explored. Throughout the course, attention is given to ways in which race, culture, ethnicity, language, class, gender, sexual orientation, and disability play a role in development and in the teaching and learning process. The impact of early developmental experiences on adolescent development is also investigated. Students have integrated fieldwork experience with adolescents in different settings. Fifteen hours of structured fieldwork required.

The pre-requisites of TAL 301 or TAL 302 is required and a minimum GPA of 2.50 is required.

Credits: 3

On Occasion

TAL 401 Language and Literacy II

A focus on the developing and fluent reader and the place of reading within the integrated curriculum. Linguistic and cognitive processes underlying comprehension are explored within a balanced literacy program of reading and writing instruction. Students become familiar with a variety of literature for children. Special attention is given to developing strategies to meet individual learning needs within a collaborative and inclusive model, including issues of bilingualism and biliteracy. The role of assessment in planning instruction is also addressed, along with approaches to remediation of literacy difficulties. An integrated fieldwork experience focuses on small-group and classroom instruction. Fifteen hours of structured fieldwork required.

The pre-requisites of TAL 350 and 351 or TAL 302 is required and a minimum GPA of 2.50 is required.

Credits: 3

Every Spring

TAL 402 Teaching and Learning Social Studies in Elementary Schools

An introduction to a theme-based, inquiry-directed, literature-rich, multicultural approach to teaching and learning social studies. New York State social studies standards are reviewed, with a focus on learning goals, essential questions, portfolio assessment, and preparation for democratic

citizenship. Emphasis is placed on building broadly inclusive classroom communities. Strategies to meet individual learning needs within an inclusive model are discussed. The fieldwork component integrates course work and classroom practice. Fifteen hours of structured fieldwork required.

The pre-requisites of TAL 350 and TAL 351 are required and a minimum GPA of 2.50 is required.

Credits: 3

Every Fall

TAL 403 Teaching and Learning Mathematics/Technology in Elementary Schools

An inquiry-based approach to learning mathematics and technology as a tool for teaching. Emphasis is placed on raising questions, planning and developing solutions for open-ended mathematical problems, and formative assessment of learning. While reviewing basic mathematical concepts such as variables, functions and measurements, students practice the inquiry approach in fieldwork experience. Particular attention is paid to developing strategies to meet individual learning needs within a collaborative and inclusive model while addressing New York State learning standards. Approaches to addressing difficulties in math will be explored. Fifteen hours of structured fieldwork required.

The pre-requisites of TAL 350 and TAL 351 are required and a minimum GPA of 2.50 is required.

Credits: 3

Every Spring

TAL 404 Teaching and Learning Science/Technology in Elementary Schools

An inquiry-based approach to teaching science and technology. Emphasis is placed on raising questions, planning and developing solutions for open-ended mathematical problems, and formative assessment of learning. While reviewing basic science concepts and skills, students practice the inquiry approach in fieldwork experience. Particular attention is paid to developing strategies to meet individual learning needs within an inclusive model while addressing New York State learning standards. Fifteen hours of structured fieldwork required.

The pre-requisites of TAL 350 and TAL 351 are required and a minimum GPA of 2.50 is required.

Credits: 3

Every Fall

TAL 406 Health Education for Teachers

A study of critical issues in health for teachers, including methods and materials for teaching about substance abuse, nutrition, fitness, stress management and sex education. Emphasis is placed on the role of critical thinking in making personal choices about health issues.

The pre-requisite of TAL 301 or 302 is required and a minimum GPA of 2.50 is required.

Credits: 1

Every Spring

TAL 407 Health Concerns and Optimal Wellness for Physical Education Teachers

A study of critical issues in health for the physical education teacher, including nutrition, stress, injury prevention, consumer and community health, environmental health, asthma, fitness, and sex education. Students learn methods and materials for teaching health education, including approaches to instructional planning and assessment, literacy in the content area, and the use of varied media and technology. The role of home, school and community interaction in developing good health practices is addressed. Emphasis is placed on the role of critical thinking in making personal choices about health issues. State-mandated training in child abuse identification and reporting, school violence prevention, substance abuse, fire safety, and abduction prevention is also provided. Three credits. Prerequisites: Teaching and Learning 350, 351; Offered every semester

The pre-requisites of TAL 350 and 351 are required.

Credits: 3

On Demand

TAL 408 Middle Childhood Curriculum

An opportunity to create, evaluate and implement middle school curriculum by beginning with essential questions about language arts, mathematics, science and social studies. Students become familiar with national, state and city standards and learn to integrate these standards into the curriculum they develop for diverse learners. In-depth exploration of critical issues across subject areas is emphasized. Various inquiry and assessment methods to engage middle school learners are taught, and students learn how to collaborate with colleagues in a team approach. Thirty hours of structured fieldwork required.

Credits: 3

On Demand

TAL 411 Teaching and Learning English Language Arts in Middle and Secondary Schools

An examination of fundamental issues in the teaching of English language arts at the middle and secondary levels. New York State English Language Arts standards are reviewed, with a focus on reading and writing for information, literary interpretation, personal expression, and critical analysis. Students explore ways to bring enriching multiple representations of content and multicultural materials to their classroom instruction. Students are introduced to a range of literary genres and texts from a multicultural perspective and to various approaches to the teaching of writing. Applications of technology to teaching language arts are explored. The place of grammar in the English curriculum is also addressed. Emphasis is on formative assessment and strategies to meet individual learning needs within an inclusive model. Fifteen hours of structured fieldwork required.

The co-requisites of TAL 406, 460 and 461 are

required.

The pre-requisites of TAL 400 and 421 are

required.

Credits: 3

On Demand

TAL 412 Teaching and Learning Social Studies in Middle and Secondary Schools

An inquiry-directed, literature-rich, multicultural approach to teaching and learning Social Studies in middle and secondary schools. New York State Social Studies standards for history and social sciences are reviewed, with a focus on teaching strategies and methods, learning goals, essential questions, portfolio assessment, uses of technology, and literacy in the content area. Students explore ways to bring enriching multiple representations of content and multicultural materials to their classroom instruction. Strategies for meeting individual learning needs within inclusive classroom communities are emphasized. Fifteen hours of structured fieldwork required.

The co-requisites of TAL 406, 460 and 461 are required.

The pre-requisites of TAL 400 and 421 are required.

Credits: 3

On Demand

TAL 413 Teaching and Learning Mathematics/Technology in Middle and Secondary Schools

An integrated inquiry-based approach to the teaching of mathematics and technology at the middle and secondary school levels. Basic mathematics concepts, such as properties of numbers, algebraic expressions, solving linear equations, and geometry are reviewed. Attention is paid to teaching to meet New York State learning standards while developing strategies to meet students' diverse needs. Students explore ways to bring enriching multiple representations of content and multicultural materials to their classroom instruction. Emphasis is placed on raising questions, planning, and developing solutions for open-ended problems, reviewing secondary curricula in the students' subject field of specialization, and formative assessment of learning. Fifteen hours of structured fieldwork required.

The co-requisites of TAL 406, 460 and 461 are required.

The pre-requisites of TAL 400 and 421 are required.

Credits: 3

On Demand

TAL 414 Teaching and Learning Science/Technology in Middle and Secondary Schools

An integrated inquiry-based approach to the teaching of science and technology at the middle and secondary school levels. The focus is on common themes, such as motion, energy, and form and function, which connect the life, physical,

chemical, and earth sciences. Attention is paid to teaching to meet New York State learning standards while developing strategies to meet students' diverse needs. Students explore ways to bring enriching multiple representations of content and multicultural materials to their classroom instruction. Emphasis is placed on raising questions, planning, and developing solutions for open-ended problems, reviewing secondary curricula in the students' subject field of specialization, and formative assessment of learning. Fifteen hours of structured fieldwork required.

The co-requisites of TAL 406, 460 and 461 are required.

The pre-requisites of TAL 400 and 421 are required.

Credits: 3

On Demand

TAL 415 Teaching and Learning a Language Other Than English in Middle and Secondary Schools

An examination of issues and standards in teaching Languages Other Than English (LOTE) at the middle and secondary levels. Students analyze different strategies and materials used in middle and secondary schools to develop communicative fluency as well as literacy in a LOTE. Strategies are also developed to teach the literature in the LOTE, as well as the culture of the speakers of the LOTE. Differences in strategies between teaching a LOTE, teaching English as a second language, and teaching a heritage language in a bilingual classroom are addressed. Students design lessons and thematic units, practice strategies, and develop competency in language assessment. Twelve hours of structured fieldwork required.

The co-requisites of TAL 406, 460 and 461 are required.

The pre-requisites of TAL 400 and 421 are required.

Credits: 3

On Occasion

TAL 417 Teaching in the Native Language in Bilingual Classrooms

An exploration of teaching models and strategies used to develop native language literacy (reading, writing, speaking and listening) and to use the native language in teaching content areas (mathematics, science and social studies). Students evaluate and select a wide variety of culturally appropriate native language curricula and resources to enhance literacy and content skills. In addition, students become knowledgeable about children's literature and media in the native language. Five hours of structured fieldwork required.

The co-requisite of TAL 418 is required.

The pre-requisites of TAL 350 and TAL 351 are required.

Credits: 2

On Occasion

TAL 418 Teaching in English in Bilingual Classrooms

An introduction to TESOL methods and materials. Students also learn strategies for teaching English language literacy and content area subject matter through the second language. Special attention is given to building on the native language knowledge base. Students evaluate and select a wide variety of culturally appropriate English language curricula and resources to enhance literacy and content skills, including children's literature and media. Five hours of structured fieldwork required.

The co-requisite of TAL 417 is required.

The pre-requisites of TAL 350 and 351 are required.

Credits: 2

On Occasion

TAL 421 Language & Literacy III: The Adolescent Learner

A course that addresses the teaching of literacy at the middle childhood and adolescent levels from a developmental perspective, building upon the foundations of literacy established in early childhood and childhood. Emphasis will be on the development of fluent mature reading, including strategies for teaching vocabulary, critical thinking, reading in the content areas, and study skills. Various approaches to the teaching of writing will be presented, and students will become familiar with a diverse range of multicultural literature for middle-school children and adolescents. Practices related to assessment and the organization of instruction will be introduced. Strategies for adaptation of instruction for children of diverse abilities and language backgrounds will also be addressed. Fifteen hours of structured fieldwork required.

Credits: 3

On Demand

TAL 431 Methods of Teaching Art: Elementary

Hands-on use of the appropriate materials for the child in elementary school, such as paint, clay, papier mache and textiles. Includes lectures, readings, a museum visit and observations at an elementary school. (Same as Art 146).

Credits: 3

Every Fall

TAL 432 Methods of Teaching Art: Secondary

Use of materials and formulation of projects for students on the secondary level (7-12). Formal lesson plans are developed dealing with structured studio art classes in art history, drawing, painting, perspective, ceramics, photography and fiber design. (Same as ART 147.)

Credits: 3

Every Spring

TAL 450 Student Teaching in Childhood Education

A student teaching semester that prepares reflective teachers to create effective classrooms and schools for all urban students. Students participate in every

aspect of practice, including planning, implementation and assessment of curriculum and instruction. They immerse themselves in the life of a school, recording and thinking about the purposes, complexities and consequences of what they do as teachers in order to learn from their experiences. Students are supervised by a University faculty member and a cooperating teacher in the participating school. Schools and classrooms are chosen with special attention to diversity. Student teaching is full time, five days a week for 15 weeks. Students have one main placement in grades 1 through 3 or grades 4 through 6 throughout the semester. In addition, they are required to student teach for a minimum of 20 full days at the other level (either 1-3 or 4-6). Program approval required. *The co-requisites of TAL 451, 452 are required. The pre-requisites of TAL 401, 402, 403, 404, 409.1, 409.2 are required.*

Credits: 6

Every Fall and Spring

TAL 451 Student Teaching Seminar in Childhood Education

A seminar that gives student teachers an opportunity to look closely and critically at their work in classrooms. Through reflective conversations, readings and writing assignments about their teaching practice, students learn how to create meaningful relationships with children and the classroom community through engaging curriculum. They explore how issues of diversity, including class, disability, ethnicity, gender, language, race and sexual orientation; affect the lives of children and their own lives as teachers. Major strands underlying the childhood education program are revisited and integrated with new material that will deepen students understanding of how to meet the educational needs of all students. *The co-requisite of TAL 450 is required.*

Credits: 3

Every Fall and Spring

TAL 452 Critical Issues in Childhood Education

A capstone exploration by students and faculty of issues central to the work of urban educators. Major strands underlying the childhood education program are revisited and integrated with new material that will deepen students understanding of how to meet the educational needs of all students (e.g., assistive technology, second-language instruction, innovative approaches to instruction and assessment). Different faculty members, individually and in teams, explore with students how such issues affect each other and the teaching-learning process. Four credits. Prerequisites: TAL 401, 402, 403, 404, 409.1, 409.2. Corequisites: TAL 450 and 451 or 480 and 481. Offered every semester.

The co-requisites of TAL 450 and 451, or TAL 480 and 481 are required.

The pre-requisites of TAL 401, 402, 403, 404, 409.1 and 409.2 are required.

Credits: 4

On Demand

TAL 460 Student Teaching in Adolescence Education

A student teaching semester that prepares reflective teachers to create excellent classrooms and schools for all urban students. Students participate in every aspect of practice, including planning, implementation, and assessment of curriculum and instruction. They immerse themselves in the life of a school, recording and thinking about the purposes, complexities and consequences of what they do as teachers in order to learn from their experiences. Students are supervised by a University faculty member and a cooperating teacher in the participating school. Schools and classrooms are chosen with special attention to diversity. Student teaching is full time, five days a week for 15 weeks. Students have one main placement in grades 7 through 9 or grades 10 through 12 throughout the semester. In addition, they will be required to student teach for a minimum of 20 full days at the other level. Program approval required.

The co-requisite of TAL 461 is required.

Credits: 3

Every Fall and Spring

TAL 461 Student Teaching Seminar in Adolescence Education

A student seminar that gives student teachers an opportunity to look closely and critically at their work in classrooms. Through reflective conversations, readings and writing assignments about their teaching practice, students learn how to create meaningful relationships with children and the classroom community through engaging curriculum. They explore how issues of diversity, including class, disability, ethnicity, gender, language, race and sexual orientation, affect the lives of children and their own lives as teachers. Major strands underlying the adolescent education program are revisited and integrated with new material that will deepen students understanding of how to meet the educational needs of all students.

The co-requisite of TAL 460 is required.

Credits: 3

Every Fall and Spring

TAL 465 Student Teaching in Art Education

A student teaching semester that prepares reflective art teachers who work to create excellent classrooms and schools for all urban students. Students participate in every aspect of practice, including planning, implementation and assessment of curriculum and instruction. They immerse themselves in the life of a school, recording and thinking about the purposes, complexities and consequences of what they do as teachers in order to learn from their experiences. Students are supervised by a University faculty member and a cooperating teacher in the participating school. Schools and classrooms are chosen with special attention to art creativity and diversity. Student

teaching is full time, five days a week for 15 weeks. Students have two placements: half of their time is spent in a pre-kindergarten through grade 6 setting, the other half in a grade 7 through 12 setting. Program approval required.

The co-requisite of TAL 466 is required.

Credits: 6

Every Fall and Spring

TAL 466 Student Teaching Seminar in Art Education

A student teaching seminar that gives students an opportunity to look closely and critically at their work in classrooms. Through reflective conversations and reading and writing assignments about their teaching practice, they come to understand how to create meaningful relationships with children in the classroom community and to use the arts in education. Students explore the impact of diversity, including race, culture, ethnicity, language, class, gender, sexual orientation and disability within the school culture and the creation and meaning of art.

The co-requisite of TAL 465 is required.

Credits: 2

Every Fall and Spring

TAL 468 Student Teaching Seminar in Music Education

A student teaching seminar that gives students an opportunity to look closely and critically at their work in classrooms. Through reflective conversations and reading and writing assignments about their teaching practice, they come to understand how to create meaningful relationships with children in the classroom community and to use the arts in education. Students explore the impact of diversity, including race, culture, ethnicity, language, class, gender, sexual orientation and disability within the school culture and the creation and meaning of music. Departmental permission required.

The co-requisites of TAL 467.1 and TAL 467.2 are required.

Credits: 2

Every Fall and Spring

TAL 471 Teaching Physical Education Pre-K - Grade 6

This course is not offered.

The pre-requisite or co-requisite is TAL 350 is required.

Credits: 3

On Demand

TAL 475 Student Teaching in Physical Education (7-12)

This course is not offered.

The pre-requisites of TAL 350, 351, 352, 359.1 are required.

Credits: 6

On Demand

TAL 476 Teaching Physical Education to Adolescents

This course is not offered.

The pre-requisite or co-requisite of TAL 350 is required.

Credits: 3

On Demand

TAL 480 Student Teaching in Bilingual Childhood Education

A student teaching semester that prepares reflective bilingual education teachers to create excellent classrooms and schools in urban settings. Students participate in every aspect of practice, including implementation and assessment of dual language curriculum and instruction. They immerse themselves in the life of a school, recording and thinking about the purposes and complexities of what they do as teachers in order to learn from their experiences. Students are supervised by a University faculty member and a cooperating teacher in the participating school. Schools and classrooms are chosen with special attention to diversity. Student teaching is full time, five days a week for 15 weeks. Students have one main placement in grades 1 through 3 or grades 4 through 6 throughout the semester. In addition, they are required to student teach for a minimum of 20 full days at the other level (1-3 or 4-6). Program approval required.

The co-requisites of TAL 452 and TAL 481 are required.

Credits: 6

Every Fall and Spring

TAL 481 Student Teaching Seminar in Bilingual Childhood Education

A student teaching seminar that gives students an opportunity to look closely and critically at their work in classrooms. Through reflective conversations and reading and writing assignments about their teaching practice, students come to understand how to create meaningful relationships with children and the classroom community through an inclusive bilingual curriculum. They explore the impact of diversity, including race, culture, ethnicity, language, class, gender, sexual orientation and disability, within the school culture.

The co-requisites of TAL 451 and TAL 480 are required.

Credits: 2

Every Fall and Spring

TAL 485 Student Teaching in Bilingual Adolescence Education

A student teaching semester that prepares reflective bilingual education teachers who work to create excellent classrooms and schools in urban settings. Students participate in every aspect of practice, including implementation and assessment of dual language curriculum and instruction. They immerse themselves in the life of a school, recording and thinking about the purposes and complexities of

what they do as teachers in order to learn from their experiences. Students are supervised by a University faculty member and a cooperating teacher in the school. Schools and classrooms are chosen with special attention to diversity. Student teaching is full time, five days a week for 15 weeks. Students have one main placement in grades 7 through 9 or grades 10 through 12 throughout the semester. In addition, they are required to student teach for a minimum of 20 full days at the other level (7-9 or 10-12). Program approval required.

The co-requisite of TAL 486 is required.

Credits: 6

Every Fall and Spring

TAL 486 Student Teaching Seminar in Bilingual Adolescence Education

A student teaching seminar that gives students an opportunity to look closely and critically at their work in classrooms. Through reflective conversations and reading and writing assignments about their teaching practice they come to understand how to create meaningful relationships with children and the classroom community through an inclusive bilingual curriculum. They explore the impact of diversity, including race, culture, ethnicity, language, class, gender, sexual orientation and disability, within the school culture.

The co-requisites of TAL 485 is required.

Credits: 2

Every Fall and Spring

TAL 490 Student Teaching in Physical Education

A student teaching semester that prepares reflective physical education teachers who work to create excellent classrooms and schools for all urban students. Students participate in every aspect of practice, including planning, implementation and assessment of curriculum and instruction. They immerse themselves in the life of a school, recording and thinking about the purposes, complexities and consequences of what they do as teachers in order to learn from their experiences. Students are supervised by a University faculty member and a cooperating teacher in the participating school. Schools and classrooms are chosen with special attention to art creativity and diversity. Student teaching is full time, five days a week for 15 weeks. Students have two placements: half of their time is spent in a pre-kindergarten through grade 6 setting, the other half in a grade 7 through 12 setting. Program approval required.

The pre-requisite or co-requisite of TAL 471 and 476 is required. The corequisite of TAL 491 is required.

Credits: 6

Every Fall and Spring

TAL 491 Student Teaching Seminar in Physical Education

A student teaching seminar that gives students an opportunity to look closely and critically at their work in physical education classrooms. Through reflective conversations and reading and writing assignments about their teaching practice, they come to understand how to create meaningful relationships with children in the classroom community. Students explore the impact of diversity, including race, culture, ethnicity, language, class, gender, sexual orientation and disability within the school culture and the physical education classroom.

The co-requisite of TAL 490 is required.

Credits: 2

Every Fall and Spring

TAL 4671 Student Teaching in Elementary Music Education

A student teaching semester that prepares reflective music teachers who work to create excellent elementary classrooms and schools for all urban students. Students participate in every aspect of practice, including planning, implementation, and assessment of curriculum and instruction. They immerse themselves in the life of a school, recording and thinking about the purposes, complexities and consequences of what they do as teachers in order to learn from their experiences. Students are supervised by a University faculty member and a cooperating teacher in the participating school. Schools and classrooms are chosen with special attention to music creativity and diversity. Student teaching is a full-time, five day a week for 7 weeks in an elementary music program. Departmental permission is required.

The pre-requisites of MUS 109 and MUS 110 are required. The co-requisites of TAL 467.2 and TAL 478 are required.

Credits: 3

On Demand

TAL 4672 Student Teaching in Secondary Music Education

A student teaching semester that prepares reflective music teachers who work to create excellent secondary classrooms and schools for all urban students. Students participate in every aspect of practice, including planning, implementation, and assessment of curriculum and instruction. They immerse themselves in the life of a school, recording and thinking about the purposes, complexities and consequences of what they do as teachers in order to learn from their experiences. Students are supervised by a University faculty member and a cooperating teacher in the participating school. Schools and classrooms are chosen with special attention to music creativity and diversity. Student teaching is full-time, five days a week for 7 weeks in an elementary music program. Departmental permission is required.

The pre-requisites of MUS 109 and MUS 110 are required. The co-requisites of TAL 467.1 and TAL

468 are required.

Credits: 3

On Demand

Physical Education Courses

PE 1 An Introduction to Racquet Sports

For Non-Physical Education Majors

An overview of the fundamental skills required to participate in and enjoy racquet sports such as badminton, tennis, paddle tennis, paddleball and pickle ball. Students gain understanding of the rules courtesies, equipment, strategies and safety needed for the novice participant. Two hours.

Credits: 1

On Occasion

PE 2 Introduction to Golf

An introduction to the fundamentals of golf, including stance, grip and swing, as well as to course play, selection of equipment, safety, and golf terminology. Two hours.

Credits: 1

On Occasion

PE 4 Fitness and Wellness

An overview of the factors that influence personal wellness. Includes topics related to nutrition, environmental factors, exercise, and social and emotional components of physical activity that affect the life-style choices made to pursue a healthy state of being.

Credits: 3

Every Fall

PE 13 Beginning Aerobic Dance 1

An introduction to aerobic training in a comprehensive program of physical fitness using multi-impact and cross-training techniques to develop and improve cardiovascular fitness.

Personal journals are kept in which students record their progress and understanding of the health benefits of nutrition, flexibility, balance, strength and endurance. (Same as PE 13.) Prerequisite: Doctor's permission. May be taken twice for credit.

Credits: 3

Alternate Years

PE 13A Step Aerobics

Aerobic conditioning for all levels using steps and music to develop and improve cardiovascular fitness. Students learn how to work safely and effectively while they learn the basics of nutrition, strength, flexibility and balance for overall better physical fitness and well-being. Personal journals are kept. (Same as PE 13A.) Prerequisite: Doctor's permission. May be taken twice for credit.

Credits: 3

Alternate Years

PE 14 Beginning Aerobic Dance 2

A continuation of DNC 13. Three hours. (Same as PE 14.) May be taken twice for credit.

Pre-requisite of DNC 13/PE 13 is required.

Credits: 3

Alternate Years

PE 17 Teaching Movement and Dance for Children

Students will practice and learn the strategies and progressions for teaching fundamental movement skills, rhythmic activities, and dance to preschool and elementary age children, including locomotion, manipulation, gross motor skills, and rhythm and dance from diverse cultures. In addition, students learn how to present different teaching styles, make the gymnasium safe, establish protocols and rules, provide feedback and motivate children. Focus is on inclusive activities, fitness, and enjoyment of movement.

Credits: 1

On Occasion

PE 21 Sport, Functional Training and Performance I

Students receive instruction and experience in functional training of athletes and non-athletes for strength, balance, stability, agility, power and flexibility using a systematic progressive approach. Student learns basic exercises. Additional time is required other than the standard meeting times. This course has an additional fee.

Credits: 2

Every Fall

PE 22 Sport, Functional Training and Performance II

Students receive instruction and experience in functional training of athletes for balance, agility, power and flexibility. Using a systematic progressive approach, student progresses to more advanced and challenging exercises. Additional time is required other than the standard meeting times.

The pre-requisite of SPS 21 or PE 21 is required or permission of the Division.

Credits: 2

Every Spring

PE 23 Teaching Individual and Team Sports I

Instruction in the fundamental skills, techniques, teaching methods, safety and coaching tactics of soccer, softball, and volleyball.

Credits: 3

Every Fall

PE 24 Teaching Individual & Team Sports II

Instruction in the fundamental skills, techniques, teaching methods, safety and coaching tactics of basketball and racquet sports.

Credits: 3

Every Spring

PE 47 Personal and Community Health

An introduction to personal and community health problems that affect the citizen-teacher. Emphasis is placed on the student's understanding, attitudes, knowledge and behavior with regard to critical health issues affecting contemporary living. Areas of inquiry include substance abuse, nutrition, stress

and consumer-related issues.

Credits: 2

Every Spring

PE 58 Introduction to Modern Dance 1

A studio survey course that offers the tools with which to participate in and appreciate dance, music in relation to dance, and the dance heritage that provides the essential materials for this course.

Students come to appreciate the body as an instrument capable of many forms of expression while they build strength, flexibility and control through the kinesthetic understanding of a basic movement vocabulary. (Same as PE 58.) May be taken twice for credit.

Credits: 3

Every Fall and Spring

PE 140 CPR/ First Aid / Safety

An opportunity for students, upon successful understanding of the theory and practice, to earn certification cards in CPR and Standard First Aid.

Credits: 3

Every Fall and Spring

PE 142 Basic Principles of Athletic Training

A presentation of the principles of prevention, recognition, and management of athletic injuries. Also included are pertinent administrative, psychosocial and pharmacological issues and an overview of the mechanics of injury, athletic equipment, and taping. This course requires additional lab time other than the standard meeting times listed in the schedule of classes. This course has an additional fee.

The pre-requisite or co-requisite of BIO 131 is required.

Credits: 3

Every Fall and Spring

PE 146 Principles and Philosophy of Coaching I

A study of theory and methods of coaching in elementary, secondary schools and collegiate settings. A focus on administrative, organizational and interpersonal skills for potential coaches. The course will also address planning and teaching sports skills and strategies with recommendations concerning the mechanics of coaching.

Pre-requisite of SPS 21 or SPS 22 is required.

Credits: 3

Every Spring

PE 150 Motor Learning

A consideration of the various theories of motor learning, including the most recent concepts in the field. The study of the principles of motor learning and their application to the learning of motor activities is stressed.

The pre-requisites of SPS 51 and SPS 21 or SPS 22 are required or permission of the Division.

Credits: 3

Every Spring

PE 151 Functional Kinesiology

The class explores the science of human motion from a neuromuscular perspective. Emphasis will be on the application of knowledge relative to the movements, vocabulary and training principles in health sciences. Areas of course emphasis will include: Functional anatomical review of the musculoskeletal system, review of muscle morphology, examination of movement patterns and configurations.

Pre-requisite of BIO 131 is required.

Credits: 3

Every Fall

PE 152 Exercise Physiology I

This course will consider the physiologic effects of exercise on the human body, including the effect of exercise on nutrition, energy transfer and thermogenics. The effect of activating on several physiologic support systems (i.e. pulmonary, circulatory, neuromuscular, and hormonal) will be discussed in detail. This course is designated as the writing intensive course for Sports Sciences majors and fulfills the University's requirement for Writing Across the Curriculum.

The pre-requisite of BIO 131 or CHE 3X is required.

Credits: 3

Every Spring

PE 153 The School Health Program

An examination of the role of the school, community and outside agencies in the development of school health programs. The development of skills in organizing and evaluating curricula for health instruction is studied. Includes methods of implementation and administration of health services in the school setting. Prerequisite or corequisite: Physical Education 4, 5, or 47 or permission of the Department.

The pre/co-requisites of PE 4, 5, or 47 are required.

Credits: 3

On Demand

PE 154 Adapted Physical Education I

This course provides students with an understanding of the physical, psychosocial and medical characteristics of people with various disabilities. Based on assessment, students learn to adapt exercise, physical activity and sports programs to the unique abilities, needs and preferences of each individual. In addition, students learn to analyze case studies and write individualized education plans (IEPs) in Adapted Physical Education. This course has an additional fee.

The pre-requisite or co-requisite of PE 151/SPS 151 is required.

Credits: 3

Every Fall

PE 156 Evaluation in Health and Fitness

This course combines measurement and evaluation, theory coupled with laboratory experiences in the

physical assessment of health fitness and sport. The objective of this course is to provide the student with a broad understanding of pre-participation screening, risk stratification and assessment of strength, muscular endurance, muscular power, body composition, and flexibility.

Credits: 3

Every Semester

SCHOOL OF HEALTH PROFESSIONS

The departments and divisions within the School of Health Professions are comprised of respiratory care, physician assistant studies, occupational therapy, sports sciences, athletic training, health science, and exercise science, physical therapy, social work and public health. The programs within these divisions span the undergraduate, graduate and doctoral levels, and lead to careers in growing professions that offer a wealth of career opportunities.

The School of Health Professions' faculty members are renowned experts in their fields and have vast experience in their respective areas of specialization, which contributes to their exceptional teaching abilities. Many faculty members are engaged in research, which greatly contributes to the learning experience of their students and to their own professional growth.

The School has strong ties to the community and to many health-care facilities that support our educational efforts as well as our research. Our programs address clinical health care, community-based health and social issues. Graduates of our programs are in high demand in the current health care job market, and this level of demand will continue for many years to come.

The School integrates liberal arts education with advanced sciences and health-oriented curricula. On the undergraduate level, it offers the Bachelor of Science degree in health science, respiratory care, social work and sports sciences. It also offers combined B.S./M.S. degrees in athletic training, and occupational therapy, and a B.S. Health Science/ Master Public Health.

All students are expected to complete 64 credits of liberal arts and sciences courses in addition to their specializations and professional studies. Proficiency and core courses for undergraduate programs are offered through Richard L. Conolly College.

For information, please contact the Dean's Office at 718-780-6578, fax 718-780-4561, or visit the website at www.liu.edu/brooklyn/shp.

Barry S. Eckert, Ph.D.

Dean

barry.eckert@liu.edu

Stacy Gropack, Ph.D.

Associate Dean

stacy.gropack@liu.edu

Terry Macon

Administrative Assistant

terry.macon@liu.edu

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 reject or remove a student from the site if a criminal record is discovered or if a drug test is positive. In the event that a student is rejected from a clinical/field site due to information contained in the criminal background check, or drug screen, you may be unable to complete a required clinical/field experience. If you are unable to complete program requirements, you may be advised to withdraw from the program.

In addition, School of Health Professions students should be aware that the presence of a criminal record could result in the refusal of the licensing/ certification/registration agencies (NBRC and or state licensing board) to issue the credential or license to practice. Prospective students are strongly encouraged to contact pertinent state licensing board to inquire whether a criminal record, including driving offenses would preclude the individual from eligibility to obtain a license/certification.

DIVISION OF ATHLETIC TRAINING, HEALTH AND EXERCISE SCIENCE

Associate Professor: Eugene Spatz, M.S., Division Director;
 Professor: Milorad Stricevic, M.D.
 Associate Professor: David Spierer, Ed.D.
 Assistant Professors: Tracye Rawls-Martin, M.S., ATC, Director, Athletic Training Education Program; Rebecca Petersen, M.S., ATC, Clinical Coordinator of B.S./M.S. in Athletic Training; Arpi Terzian, Ph.D., M.P.H.; Kevin Duffy, M.S.; TJ Kostecky, Coordinator of Sport Management Concentration Program
 Coordinator of Health Science Program: Melissa Lent, M.S.
 Practicum Coordinator: Scott Westervelt, M.S.
 Adjunct Faculty: 30

The Division of Athletic Training, Health and Exercise Science offers a variety of undergraduate and graduate programs for students who wish to embark or advance their career in the health professions. Our Division offers Bachelor's degrees in Sports Sciences and Health Science, B.S./M.S. degree in Athletic Training and Master's

degrees in Exercise Science with concentrations in Exercise Physiology and Sports Nutrition, Strength and Conditioning and Sports Nutrition and Fitness for Special Populations. In addition, our Division offers an advanced master's degree in Athletic Training. All degree programs offer classroom, laboratory and real-world application. Each program requires participation in internships that may lead to future employment opportunities.

Our programs are complemented by excellent opportunities for hands-on experiences, applied research and community-based service that is responsive to the health and exercise needs of the diverse populations of New York City and the surrounding Tri-State area. Students enjoy the benefits of our relationships with the Campus' Wellness, Recreation and Athletic Center and NCAA Division-I athletic teams, in addition to our off-campus ties to Pfizer Corporate Fitness, Velocity Sports Performance, La Palaestra Center for Preventive Medicine and other clinical affiliations that specialize in fitness, rehabilitation, sport performance and sport management.

Division of Athletic Training Health and Exercise Science faculty members are highly recognized and diverse in terms of their backgrounds and their fields of interest.

B.S. in Sports Sciences

The 128-credit B.S. in Sports Sciences is designed to meet the growing need for health professionals versed in the science of exercise, physical activity and sport performance. Our four-year program focuses on such areas as exercise physiology, motor learning, conditioning for sport, nutrition, biomechanics, sports management and fitness programming for healthy and unhealthy populations, as well as those with disabilities. Our Exercise Physiology concentration is accredited by the American Society of Exercise Physiologists and our program is recognized by the National Strength and Conditioning Association.

This unique program offers great professional flexibility and opportunities. Upon completing a strong foundation of courses in the liberal arts and sciences along with sports sciences core courses, students may apply to the specialized professional program with advanced courses and practical experiences in one of the following concentrations:

- Exercise Physiology
- Adapted Physical Education
- Coaching and Conditioning
- Sport Management

Admissions Requirements

To qualify for acceptance into the B.S. in Sports Sciences program:

- Entering freshmen must have a high school grade-point average of at least 80 and a combined SAT score of at least 800
- Transfer students must have an overall grade-point average of at least 2.0
- Submit a general application for admission through My LIU

To qualify for acceptance into any of the four concentrations students must:

- Complete a minimum of 24 credits
- Attain a grade-point average of 2.5 or above
- Undergo an interview with the director of the concentration

Students are encouraged to apply for a concentration during their sophomore year. They must consult with their advisers to select courses and field experiences that would satisfy their specific concentration. Students who are not accepted or do not apply for a concentration will follow the recommended course of studies with no concentration. Health Science 500-level graduate courses may be included – see Course Descriptions section of Graduate bulletin.

Sports Science B.S. Major Requirements

Sports Science Core Curriculum Requirements

English Composition Core Requirement

ENG	16	English Composition	3.00
ENG	16X	English Composition for Nonnative Speakers	3.00

Core Seminar Requirement

COS	50	Idea Of The Human	3.00
-----	----	-------------------	------

Speech Core Requirement

SPE	3	Oral Communication	3.00
-----	---	--------------------	------

English Literature Core Requirement

ENG	61	European Literatures I	3.00
ENG	62	European Literatures II	3.00
ENG	63	American Literatures	3.00
ENG	64	Non-Western Literatures	3.00
HEG	21	Literature of the Human Imagination	3.00
HEG	22	English Literature of the Human Imagination	3.00

Philisophy Core Requirement

PHI	61	Philosophical Explorations I	3.00
PHI	62	Philosophical Explorations II	3.00

History Core Requirement

HIS	1	History of Civilizations to 1500	3.00
HIS	2	History of Civilizations Since 1500	3.00

Social Science Core Requirement

PSY	3	Introduction to Psychology	3.00
-----	---	----------------------------	------

Social Science Core Requirement (Choose one course of the following)

ANT	4	Physical Anthropology	3.00
ANT	5	Cultural Anthropology	3.00

Brooklyn Campus

ECO	1	Introduction to Economics	3.00
ECO	2	Introduction to Economics	3.00
POL	11	Power and Politics	3.00
SOC	3	Introduction to Sociology	3.00

Math Core Requirement (Chose one of the following)

MTH	15	Mathematical Tools and Their Use	4.00
MTH	16	Finite Mathematics	3.00

Orientation Seminar Core Requirement

OS	1	The University: Discovery and Change	1.00
----	---	--------------------------------------	------

Science Core Requirement

BIO	3	Life: Its Origin, Maintenance and Future	4.00
BIO	4	Life: Its Origin, Maintenance and Future	4.00

Sports Sciences Major Requirements

Sports Sciences majors must complete all of the courses listed below.

PE	21	Sport, Functional Training and Performance I	2.00
PE	22	Sport, Functional Training and Performance II	2.00
PE	142	Basic Principles of Athletic Training	3.00
PE	146	Principles and Philosophy of Coaching I	3.00
PE	150	Motor Learning	3.00
PE	151	Functional Kinesiology	3.00
PE	152	Exercise Physiology I	3.00
PE	154	Adapted Physical Education I	3.00
PE	156	Evaluation in Health, Fitness, and Motor Behavior	3.00
SPS	21	Sport, Functional Training and Performance I	2.00
SPS	22	Sport, Functional Training and Performance II	2.00
SPS	142	Basic Principles of Athletic Training	3.00
SPS	143	Responding to Emergencies in Sports and Physical Activity	3.00

SPS	146	Principles and Philosophy of Coaching I	3.00
SPS	148	Nutritional Aspects of Fitness and Sport	3.00
SPS	150	Motor Learning	3.00
SPS	151	Functional Kinesiology	3.00
SPS	152	Exercise Physiology I	3.00
SPS	154	Adapted Physical Education I	3.00
SPS	156	Evaluation in Health, Fitness, and Motor Behavior	3.00
SPS	163	Practicum Experience	3.00
SPS	164	Field Experience	3.00
SPS	190	Neuroscience	3.00
SPS	194	Senior Project	3.00
Sports Science Ancillary Requirement			
BIO	131	Human Anatomy	4.00

B.S. in Health Science

The 128-credit B.S. in Health Science is a unique interdisciplinary degree program with a strong foundation in the basic sciences and health. The B.S. in Health Science is designed for students seeking entry-level positions in the health field, as well as those interested in advancing their educational and career opportunities in the health professions such as: nursing, public health, physical therapy, athletic training, occupational therapy, physician assistant, medicine, health administration, exercise science, nutrition and epidemiology.

The Health Science program offers two dual-degree tracks for students seeking admission into either the Master of Public Health (MPH) or Doctor of Physical Therapy (DPT) program at LIU-Brooklyn. The B.S. in Health Science will prepare students for graduate study in a number of areas related to the health professions.

Admission Requirements

To qualify for acceptance into the B.S. in Health Science program:

- Entering freshmen must have a high school grade-point average of at least 80 and a combined SAT score of at least 800
- Transfer students must have an overall grade-point average of at least 2.0
- Submit a general application for admission through My LIU

Health Science B.S. Major

Requirements.

Health Science Core Curriculum

Requirements

English Composition Core Requirement

ENG	16	English Composition	3.00
-----	----	---------------------	------

ENG	16X	English Composition for Nonnative Speakers	3.00
-----	-----	--	------

Core Seminar Requirement

COS	50	Idea Of The Human	3.00
-----	----	-------------------	------

Speech Core Requirement

SPE	3	Oral Communication	3.00
-----	---	--------------------	------

English Literature Core Requirement

ENG	61	European Literatures I	3.00
-----	----	------------------------	------

ENG	62	European Literatures II	3.00
-----	----	-------------------------	------

ENG	63	American Literatures	3.00
-----	----	----------------------	------

ENG	64	Non-Western Literatures	3.00
-----	----	-------------------------	------

HEG	21	Literature of the Human Imagination	3.00
-----	----	-------------------------------------	------

HEG	22	English Literature of the Human Imagination	3.00
-----	----	---	------

Philisophy Core Requirement

PHI	61	Philosophical Explorations I	3.00
-----	----	------------------------------	------

PHI	62	Philosophical Explorations II	3.00
-----	----	-------------------------------	------

History Core Requirement

HIS	1	History of Civilizations to 1500	3.00
-----	---	----------------------------------	------

HIS	2	History of Civilizations Since 1500	3.00
-----	---	-------------------------------------	------

Social Science Core Requirement

PSY	3	Introduction to Psychology	3.00
-----	---	----------------------------	------

Social Science Core Requirement (Choose one course of the following)

ANT	4	Physical Anthropology	3.00
-----	---	-----------------------	------

ANT	5	Cultural Anthropology	3.00
-----	---	-----------------------	------

ECO	1	Introduction to Economics	3.00
-----	---	---------------------------	------

ECO	2	Introduction to Economics	3.00
-----	---	---------------------------	------

POL	11	Power and Politics	3.00
-----	----	--------------------	------

SOC	3	Introduction to Sociology	3.00
-----	---	---------------------------	------

Math Core Requirement (Choose one of the following)

MTH	15	Mathematical Tools and Their Use	4.00
-----	----	----------------------------------	------

MTH	16	Finite Mathematics	3.00
-----	----	--------------------	------

Orientation Seminar Core Requirement

OS	1	The University: Discovery and Change	1.00
----	---	--------------------------------------	------

Science Core Requirement

BIO	3	Life: Its Origin, Maintenance and Future	4.00
-----	---	--	------

BIO	4	Life: Its Origin, Maintenance and Future	4.00
-----	---	--	------

Health Science B.S. Plan Requirements. Health Science Major Requirements.

All Courses Below Must Be Completed.

HS	300	Introduction to Health Professions	3.00
HS	310	Epidemiology	3.00
HS	320	Environmental Health Issues	3.00
HS	330	Introduction to Research in the Health Professions	3.00
HS	340	Wellness and Nutrition	3.00
HS	490	Practicum	3.00
PE	156	Evaluation in Health, Fitness, and Motor Behavior	3.00
SPS	156	Evaluation in Health, Fitness, and Motor Behavior	3.00
SPS	190	Neuroscience	3.00

Health Science Elective Requirements.

Six (6) Units (Two Courses) From Below Courses Must Be Completed.

NUR	182	AIDS: A Multidimensional Epidemic	2.00
NUR	184	Health Needs of Diverse Populations	3.00
NUR	188	Holistic Health: A Journey Toward Wholeness and Wellness	3.00
OT	302	Skills for Living 2: Work	3.00
PSY	124	Cross-Cultural Issues in Psychology	3.00
SWK	116	Human Diversity	3.00

Ancillary Science Course Requirement. Must Complete All Courses.

BIO	101	Microbiology	3.00
BIO	131	Human Anatomy	4.00
BIO	132	Human Physiology	3.00
CHM	3X	General Chemistry	4.00
CHM	4X	Introduction to Organic and Biochemistry	4.00
		One of the following:	
MTH	100	Introductory Statistics	3.00
PSY	150	Statistics in Psychology	3.00

Athletic Training Program

The 158-credit dual B.S./M.S. degree in athletic training, offered by the Athletic Training Education Program (ATEP), prepares students to take the Board of Certification (BOC) exam to enter the field as a certified athletic trainer (ATC®). One of only a few such programs offered in the United States, the ATEP is accredited by the Commission on Accreditation of Athletic Training Education (CAATE), and provides entry-level students with learning experiences in the classroom setting, that are supplemented by a broad array of professional field experiences.

The comprehensive curriculum is divided into two phases: a two-year, Pre-Professional Phase and a three-year, Professional Phase. Students entering without a bachelor's or an associate's degree are required to complete the full five years of study. Those holding a previous degree are required to complete three years of study, providing there are adequate liberal arts and sciences for the bachelor's degree awarded in the program.

The expanded, three-year, Professional Phase offers students the chance to take more advanced courses, the advantage of increased time to interact and train with mentors, and the opportunity to integrate a variety of clinical experiences. At the end of the Professional Phase, students will receive a combined Bachelor of Science/Master of Science degree and will be eligible to sit for the Board of Certification examination for Certified Athletic Trainer to earn the ATC® credential.

Hallmarks of the ATEP include field-based learning experiences with opportunities for students to work side-by-side with highly experienced certified athletic trainers; state-of-the-art laboratory facilities that allow students to gain significant experience in all areas of clinical practice; individualized instruction provided by advanced teaching fellows; and a mentorship program that promotes further sharing of knowledge and experience.

Program Goals

- To prepare student to pass the BOC examination for athletic trainers through required G.P.A. and competency/proficiency evaluation minimum
- To offer field/clinical experiences in appropriate settings that provide adequate exposure to required clinical education experiences
- To provide network opportunities for possible future employment

Accreditation

The program is registered with the New York State Education Department and is accredited by the Commission on Accreditation of Athletic Training Education (CAATE).

Admission Requirements and Procedures

High school graduates may apply as Pre-

Athletic Training candidates. This simplified application process is based on academic performance, i.e., a high school grade-point average of 80 and above.

Pre-Athletic Training Candidacy

Pre-Athletic Training candidates can attend the Brooklyn Campus on a part- or a full-time basis, completing their courses in the Pre-Professional Phase of the program. Students have at least two years to explore their career choice, complete the required athletic training volunteer experience, demonstrate their academic ability and complete their prerequisite work.

At the end of their Pre-Professional course of study, students apply for progression into the Professional Phase of the program. Admission to the Professional Phase is both competitive and selective. A limited number of students will be admitted annually. Enrollment in the Pre-Professional Phase and meeting minimum application criteria does not by itself guarantee entrance into the Professional Phase of study.

Application to the Professional Phase

All Pre-Athletic Training candidates, Long Island University students and transfer applicants seeking admission to the program's professional phase must:

- Have a cumulative college grade-point average of at least 2.75 or better
- Have satisfactorily completed all prerequisite work
- Submit official transcripts from all colleges and universities attended (Grades more than 10 years old cannot be accepted)
- Submit two letters of recommendation from individuals involved in the field of athletic training
- Submit a completed Athletic Training professional phase program application
- Have completed a minimum of 80 hours of volunteer work experience under the supervision of a certified athletic trainer
- Be able to successfully demonstrate clinical proficiencies from prerequisite courses (Pass/Fail with 1 retest)
- Meet the technical standards of the program (see Technical Standards below)

Transfer Student Policy

Students from other colleges and universities who satisfy the Pre-Athletic Training candidacy requirements may apply for admission to the Professional Phase of the B.S./M.S. degree program. However, the student must first be accepted to Long Island University's Brooklyn Campus as an undergraduate transfer student through the Office of Admissions application process. Once Admissions accepts the student, the application to the Professional Phase will then be evaluated. At this time, students may petition the program for acceptance of the following Professional Phase courses from their previous institution: SPS 151, 156, 150, 152, 154, 148, 180, 189. No other Professional Phase SPS or HS courses are eligible for transfer.

Brooklyn Campus

Not only will students need to provide proof of a grade of C or better in the course, but they also must demonstrate 85% of competencies and proficiencies (oral and written) designated for the courses. The competency and proficiency list is available in several Division offices at the student's request.

B.S./M.S. in Athletic Training

Technical Standards for the Athletic Educational Training Program

The Athletic Training Educational Program (ATEP) at Long Island University is a rigorous and intense program that places specific requirements and demands on the students enrolled in the program. An objective of this program is to prepare graduates to enter a variety of employment settings and to render care to a wide spectrum of individuals engaged in physical activity. The technical standards set forth by the ATEP establish the essential qualities considered necessary for students admitted to this program to achieve the knowledge, skills, and competencies of an entry-level athletic trainer, as well as meet the expectations of the program's accrediting agency (Commission on Accreditation of Athletic Training Education [CAATE]). Please refer to the Athletic Training Student Handbook regarding the ability to meet the Technical Standards.

Student Health Records

Students must annually present a completed Long Island University Health Examination Form. This includes the requirement of providing proof of immunization, including HBV. Please refer to the Athletic Training Student Handbook for the specific details, including cost, as well as the form.

Athletic Training B.S./M.S. Plan Requirements.

Athletic Training Core Curriculum

Requirements

English Composition Core Requirement

ENG	16	English Composition	3.00
ENG	16X	English Composition for Nonnative Speakers	3.00

Core Seminar Requirement

COS	50	Idea Of The Human	3.00
-----	----	-------------------	------

Speech Core Requirement

SPE	3	Oral Communication	3.00
-----	---	--------------------	------

English Literature Core Requirement

ENG	61	European Literatures I	3.00
ENG	62	European Literatures II	3.00
ENG	63	American Literatures	3.00
ENG	64	Non-Western Literatures	3.00
HEG	21	Literature of the Human Imagination	3.00

HEG	22	English Literature of the Human Imagination	3.00
-----	----	---	------

Philosophy Core Requirement

PHI	61	Philosophical Explorations I	3.00
PHI	62	Philosophical Explorations II	3.00

History Core Requirement

HIS	1	History of Civilizations to 1500	3.00
HIS	2	History of Civilizations Since 1500	3.00

Social Science Core Requirement

PSY	3	Introduction to Psychology	3.00
-----	---	----------------------------	------

Social Science Core Requirement (Choose one course of the following)

ANT	4	Physical Anthropology	3.00
ANT	5	Cultural Anthropology	3.00
ECO	1	Introduction to Economics	3.00
ECO	2	Introduction to Economics	3.00
POL	11	Power and Politics	3.00
SOC	3	Introduction to Sociology	3.00

Math Core Requirement (Chose one of the following)

MTH	15	Mathematical Tools and Their Use	4.00
MTH	16	Finite Mathematics	3.00

Orientation Seminar Core Requirement

OS	1	The University: Discovery and Change	1.00
----	---	--------------------------------------	------

Science Core Requirement

BIO	3	Life: Its Origin, Maintenance and Future	4.00
BIO	4	Life: Its Origin, Maintenance and Future	4.00

Athletic Training Plan Requirements

Must complete all undergraduate courses below.

PE	47	Personal and Community Health	2.00
SPS	142	Basic Principles of Athletic Training	3.00
SPS	143	Responding to Emergencies in Sports and Physical Activity	3.00
SPS	144	Principles of Taping, Bracing and Protective Athletic Equip.	3.00
SPS	148	Nutritional Aspects of Fitness and Sport	3.00

SPS	150	Motor Learning	3.00
SPS	151	Functional Kinesiology	3.00
SPS	152	Exercise Physiology I	3.00
SPS	154	Adapted Physical Education I	3.00
SPS	156	Evaluation in Health and Fitness	3.00
SPS	162	Introduction to Clinical Education in Athletic Training	1.00
SPS	165	Clinical Education in Athletic Training I	3.00
SPS	172	Advanced Athletic Training I	3.00
SPS	173	Advanced Athletic Training II	3.00
SPS	180	Sports Psychology	3.00
SPS	182	Exercise Physiology II	3.00
SPS	189	Basic Biomechanics and Motion Analysis	3.00

Must complete all graduate courses below.

HS	508	Strength and Conditioning Certification Preparation	3.00
HS	576	Therapeutic Exercise in Athletic Training	3.00
HS	577	Therapeutic Modalities in Athletic Training	3.00
HS	603	Individual Problems	3.00
HS	623	Field Experience	3.00
HS	640	Neuroscience	3.00
HS	655	Pathology and Illness in Sports	3.00
HS	660	Clinical Education in Athletic Training II	3.00
HS	661	Clinical Education in Athletic Training III	3.00
HS	700	Research Methods in Exercise Science	3.00
HS	709	Clinical Education in Athletic Training IV	3.00
HS	710	Organization and Administration in Athletic Training	3.00
HS	718	Sports Nutrition and Pharmacology in Sports	3.00
HS	721	Seminar: Current Issues in Athletic Training	3.00

Athletic Training Ancillary Requirements

Must complete all ancillary requirements courses below.

BIO	131	Human Anatomy	4.00
-----	-----	---------------	------

BIO	132	Human Physiology	3.00
CHM	3X	General Chemistry	4.00
CHM	4X	Introduction to Organic and Biochemistry	4.00
MTH	100	Introductory Statistics	3.00
PHY	20	The Physical Universe	4.00

Health Science Courses

HS 300 Introduction to Health Professions

This course will provide an introduction to various professions in the health care field. Students will be exposed to an overview of health care systems and major aspects of health care delivery. Students will understand health care priorities on the national and local level. Various health careers will be reviewed with a goal to understand underlying qualities and characteristics of health professions and professional behavior, related values, interests and ethics. In addition, students can begin to explore health career options based on an understanding of professional tasks, skills, tools and technology, abilities, work activities, work context/environment and educational, training and legal requirements. In addition, the course will provide an introduction to medical terminology, as well as library skills. Students will also be required to create a professional resume that may be used for future opportunities.

Credits: 3

Every Fall and Spring

HS 310 Epidemiology

Epidemiology is a combination of subject matter science and a research methodology; this course focuses on the latter. Introduction to Epidemiology will describe the study designs used to study disease in human populations including randomized trials and four types of observational studies (cohort, case-control, cross-sectional, and ecological). Cause-and-effect relations are at the heart of epidemiologic research, this course will also introduce concepts of casual inference, threats to study validity, and multi-causality.

Credits: 3

Every Fall and Spring

HS 320 Environmental Health Issues

This course explores the relationship of people to their environment - how it affects their physical well-being, and what they can do to protect and enhance their health, and to influence the quality of the environment. This course will give students a basic understanding of how environmental factors impact the health of people and the community, and of the efforts made to prevent or minimize the effects of negative impacts. Emphasis is on providing a general understanding of how environmental factors are involved in the transmission of communicable diseases and on

some of the health hazards resulting from exposure to chemical and physical materials in our environment.

Credits: 3

Every Spring

HS 330 Introduction to Research in the Health Professions

This course is an introduction to the basic concepts and procedures used to conduct and evaluate research in the health sciences. Both quantitative and qualitative research methods will be covered.

Credits: 3

Every Fall and Spring

HS 340 Wellness and Nutrition in Physical Activity

Students will understand the basics of nutrition and its role in maximizing human performance and longevity. The essential outcomes include the acquisition of knowledge and development of skills and attitudes necessary for implementing positive wellness and nutrition decisions.

Credits: 3

Every Fall and Spring

HS 490 Practicum

The student will complete a minimum of 90 hours of fieldwork at a public health or social service agency/organization. The student will also attend scheduled course sessions and satisfactorily complete the assignments outlined in the syllabus.

Credits: 3

Every Fall, Spring and Summer

Sports Sciences Courses

SPS 17 Teaching Movement and Dance for Children

Students will practice and learn the strategies and progressions for teaching fundamental movement skills, rhythmic activities, and dance to preschool and elementary age children, including locomotion, manipulation, gross motor skills, and rhythm and dance from diverse cultures. In addition, students learn how to present different teaching styles, make the gymnasium safe, establish protocols and rules, provide feedback and motivate children. Focus is on inclusive activities, fitness, and enjoyment of movement.

Credits: 1

On Occasion

SPS 21 Sport, Functional Training and Performance I

Students receive instruction and experience in functional training of athletes and non-athletes for strength, balance, stability, agility, power and flexibility using a systematic progressive approach. Student learns basic exercises. Additional time is required other than the standard meeting times. This course has an additional fee.

Credits: 2

Every Fall

SPS 22 Sport, Functional Training and Performance II

Students receive instruction and experience in functional training of athletes for balance, agility, power and flexibility. Using a systematic progressive approach, student progresses to more advanced and challenging exercises. Additional time is required other than the standard meeting times.

The pre-requisite of SPS 21 or PE 21 is required or permission of the Division.

Credits: 2

Every Spring

SPS 26 Beginner Swimming

This class requires no previous water experience and is geared toward dealing with beginning development of strokes including self-help and survival skills. Students will learn how to travel through the water with a basic paddle stroke. Front crawl, back crawl, elementary backstroke, and basic safety skills are covered. This course requires additional hours other than the standard meeting times listed in the schedule of classes.

Credits: 1

Every Semester

SPS 52 Intermediate Swimming

Refine front/back crawl and backstroke. Further develop breaststroke and sidestroke. Introduction to butterfly and workout swims. Students must be able to swim in deep water and have a basic understanding of all strokes. This course requires additional hours other than the standard meeting times listed in the schedule of classes.

Credits: 1

Every Semester

SPS 62 Advanced Swimming and Fitness

This course is designed to refine strokes so students swim with more ease, efficiency, power and smoothness over greater distances. In addition, students will create and present a swim fitness program and understand its related health and wellness benefit.

Credits: 1

On Occasion

SPS 80 Beginning Fitness and Exercise for Living

This course will investigate the effects of the human body and the training modalities used to maintain a healthy lifestyle. Students learn proper warm-up and exercise for healthy living. Emphasis is on the relation between the exercises and cardiovascular fitness, muscle function, weight control, strength and flexibility.

Credits: 1

Every Fall

SPS 81 Intermediate Fitness and Exercise for Living

A continuation of SPS 80, students will learn how to design and perform proper warm-up and exercise for healthy living. Emphasis is on the relation between the exercises and cardiovascular fitness,

muscle function, weight control, strength and flexibility.

Credits: 1

Every Spring

SPS 82 Aerobic Fitness and Endurance Exercise

An exploration of the physiology of aerobic fitness through lectures as well as hands-on activities.

Topics include standards used for measurement of intensity, prescription of exercise, and aerobic fitness and performance in work and sports.

Current trends in aerobic exercise and fat metabolism are reviewed.

Credits: 2

Every Spring

SPS 91 Pilates for Health Professionals

This course is an introduction to Pilates for students interested in or enrolled in the Health Professions. Students practice group mat exercises that are designed to improve core muscle strength, balance, muscle control, spinal and pelvic alignment and flexibility. Development of strength and control in abdominal, back and hip muscles is important for preventing back pain as well as enhancing activities of daily living, functional movement and sport performance.

Credits: 2

Every Fall

SPS 98 Beginning Weight Training

The application of basic techniques of conditioning through use of weights. Emphasis on personal programs. Students will be required to explain and demonstrate specific exercises. This course has an additional fee.

Credits: 1

Every Fall and Spring

SPS 100 Special Olympics, Theory and Practice I

An overview of people with intellectual disabilities and the role of the Special Olympics. Through lecture and practical hands-on experiences, students learn how to conduct a Special Olympics training session, assess athletes, and teach sport specific skills to this population.

Credits: 1

Every Fall

SPS 101 Special Olympics Theory and Practice II

A continuation of SPS 100.

Pre-requisite of SPS 100 is required.

Credits: 1

Every Spring

SPS 102 Adapted Aquatics for People with Multiple Sclerosis

This course introduces principles of exercise in an aquatic environment and approaches to adapt aquatic exercise for people with multiple sclerosis (MS). Through lecture, simulations, laboratory and hands-on experience students learn about MS and how to organize and adapt activities to meet each individual's needs. Students will support participants with MS in the aquatic sessions and

will develop knowledge and leadership skills in co-leading sessions. Students will learn principles of safety in the aquatic environment and how to assist people effectively.

Credits: 3

Every Spring

SPS 103 Exercise Prescription I

This course is designed to teach students how to prescribe exercise for healthy individuals based on information gathered in the fitness evaluation, client health history and lifestyle questionnaire. Areas addressed will include flexibility, strength, cardio-respiratory endurance and body composition. Laboratory experiences and case studies are used to study problems and develop exercise solutions.

Credits: 3

Every Fall

SPS 104 Exercise Prescription II

This course is based on the American College of Sports Medicine's Guidelines for Exercise Testing and Prescription. ACSM's principles are applied to develop appropriate exercise programming for individuals with musculoskeletal, neurological, auto-immune and cardiovascular impairments. Laboratory experiences and case studies are emphasized.

The pre-requisite of SPS 103 is required.

Credits: 3

Every Spring

SPS 105 Lifeguard Training

This course gives the most current instruction in the American Red Cross lifeguard training techniques, First Aid and CPR skills required to gain eligibility for a lifeguard position. Upon successful completion, a student will earn certifications in both American Red Cross Lifeguard Training and CPR for the Professional Rescuer. Adequate swimming skills are necessary. Three credits. Prerequisites: On first day, student must: swim 500 yards (20 lengths of the pool); 200 yards front crawl; 100 breaststrokes and 200 of your choice. Swim 20 yards, submerge to a minimum depth of 9 feet, retrieve a 10-pound brick from the bottom, return it to the surface, and bring it back to the starting point. If students cannot complete this, they will be guided into a more appropriate swim class.

Credits: 3

Every Semester

SPS 106 Yoga For Health Professionals

An introduction to yoga for students interested in or enrolled in the health professions. Students practice the exercises or postures in combination with proper breathing to remove tension and inflexibility in the body while improving muscular strength and body alignment. In addition, students learn the physiological and psychological benefits of yoga and their applications to improving the health and well-being of their patients.

Credits: 2

Every Fall

SPS 107 Adapted Aquatics for People with Lupus

This course introduces principles of exercise in an aquatic environment and approaches to adapt aquatic exercise for people with Lupus. Through lecture, simulations, laboratory and hands-on experience students learn about Lupus and how to organize and adapt activities to meet each individual's needs. Students will support participants with Lupus in the aquatic sessions and will develop knowledge and leadership skills in co-leading sessions. Students will learn principles of safety in the aquatic environment and how to assist people effectively.

Credits: 3

Every Fall

SPS 109 Self-Defense

An opportunity for both women and men to learn, from a woman's perspective, to become aware of violent behavior, to prevent high-risk situations and to respond to such situations effectively. Open to all students interested in learning to prevent physical and sexual assaults, violent street encounters and domestic violence.

Credits: 1

On Occasion

SPS 110 Beginning Tennis

Fundamentals of forehand backhand and serve techniques. Overview of game rules, etiquette, scoring and playing tactics. This course has an additional fee.

Credits: 1

Every Semester

SPS 111 Scuba Diving

The PADI Open Water Diver course teaches student divers the fundamental knowledge and skills they need to scuba dive with a partner, independent of supervision. Throughout the course, one will learn fundamentals of scuba diving, including dive equipment and techniques. This course covers breathing in an underwater environment, underwater exploration, knowing your limits, planning a dive and dealing with emergency and special situations. The course includes in-class lectures and in-water practice. Three credits. Prerequisites: Each student must demonstrate ability to: 1) 100 meter/yard swim; 2) 15 meter/50 foot underwater swim; 3) 15 minute tread water; 4) If students cannot complete this, they will be guided into a more appropriate swim class.

Credits: 3

On Occasion

SPS 116 Beginning Karate

Students will learn a series of karate skills and techniques designed to enhance fitness, coordination and health. Students will also gain an understanding of the physiological principles about learning and movement of karate.

Credits: 1
Every Semester

SPS 117 Intermediate Karate

A continuation of SPS 116. Emphasis is placed on advanced combinations and techniques of karate. This course has an additional fee.

The pre-requisite of SPS 116 is required or permission of the Division.

Credits: 1
On Occasion

SPS 120 Anatomy of Exercise

This course will give an overview of anatomy and muscle function. Various movements will be analyzed and their use in exercise programs discussed.

Credits: 3
Every Fall

SPS 142 Basic Principles of Athletic Training

A presentation of the principles of prevention, recognition, and management of athletic injuries. Also included are pertinent administrative, psychosocial and pharmacological issues and an overview of the mechanics of injury, athletic equipment, and taping. This course requires additional lab time other than the standard meeting times listed in the schedule of classes. This course has an additional fee.

The pre-requisite or co-requisite of BIO 131 is required.

Credits: 3
Every Fall and Spring

SPS 143 Responding to Emergencies in Sports and Physical Activity

This course will deal with protocols related to the recognition, evaluation and initial treatment of injury and illness in sports/physical activity settings. Emphasis will be placed on the interactions of the student with a variety of populations regarding injury recognition and care. Students will receive instruction in CPR for the Professional Rescuer, (infant, child, and adult), trained in the use of an automatic external defibrillator (AED) and first responder care as related to Sports/Physical activity. Students will have the opportunity to earn certification at additional cost. This course requires additional lab time other than the standard meeting times listed in the schedule of classes.

Credits: 3
Every Fall and Spring

SPS 144 Taping, Bracing and Protective Athletic Equipment in Sports

This course is designed to provide the student with the knowledge and skills necessary to master the use of prophylactic and therapeutic taping, wrapping, bracing and padding techniques. Emphasis will be placed on the proper use of athletic tapes, plastics, felts and other protective athletic equipment. A portion of the class will be lecture in nature, with a large emphasis in Athletic Training laboratory practice and mastering techniques. Open only to

Athletic Training Majors.

Credits: 3
Every Fall

SPS 146 Principles and Philosophy of Coaching I

A study of theory and methods of coaching in elementary, secondary schools and collegiate settings. A focus on administrative, organizational and interpersonal skills for potential coaches. The course will also address planning and teaching sports skills and strategies with recommendations concerning the mechanics of coaching.

Pre-requisite of SPS 21 or SPS 22 is required.

Credits: 3
Every Spring

SPS 148 Nutritional Aspects of Fitness and Sport

A study of the basic nutritional principles related to fitness and sport. Topics covered include the role of nutrients in physical performance, special concerns during exercise in the heat, and special dietary considerations related to endurance and non-endurance sports.

The pre-requisite of co-requisite of SPS/PE 152 and SPS/PE 156 are required or permission of the Division.

Credits: 3
Every Spring

SPS 149 Exercise and the Older Adult

This course is designed to provide students with the theoretical knowledge base concerning the human aging process and the effects of physical activity in the senior adult population. Physiological changes in the cardiopulmonary, musculoskeletal system, nervous system, and sensory systems will be discussed. Students will learn to adapt and modify exercises to accommodate the systemic changes in the older adult. Nutrition, pharmacological prescriptions and abuse, and promoting fitness for older adults. Students will learn how to perform fitness testing/assessments and lead exercise classes for the senior adult population. Lectures and laboratory activities.

The pre-requisites of SPS/PE 152 and SPS/PE 156 are required.

Credits: 3
Every Spring

SPS 150 Motor Learning

A consideration of the various theories of motor learning, including the most recent concepts in the field. The study of the principles of motor learning and their application to the learning of motor activities is stressed.

The pre-requisites of SPS 51 and SPS 21 or SPS 22 are required or permission of the Division.

Credits: 3
Every Spring

SPS 151 Functional Kinesiology

The class explores the science of human motion from a neuromuscular perspective. Emphasis will be on the application of knowledge relative to the movements, vocabulary and training principles in

health sciences. Areas of course emphasis will include: Functional anatomical review of the musculoskeletal system, review of muscle morphology, examination of movement patterns and configurations.

Pre-requisite of BIO 131 is required.

Credits: 3
Every Fall

SPS 152 Exercise Physiology I

This course will consider the physiologic effects of exercise on the human body, including the effect of exercise on nutrition, energy transfer and thermogenesis. The effect of activating on several physiologic support systems (i.e. pulmonary, circulatory, neuromuscular, and hormonal) will be discussed in detail. This course is designated as the writing intensive course for Sports Sciences majors and fulfills the University's requirement for Writing Across the Curriculum.

The pre-requisite of BIO 131 or CHE 3X is required.

Credits: 3
Every Spring

SPS 154 Adapted Physical Education I

This course provides students with an understanding of the physical, psychosocial and medical characteristics of people with various disabilities. Based on assessment, students learn to adapt exercise, physical activity and sports programs to the unique abilities, needs and preferences of each individual. In addition, students learn to analyze case studies and write individualized education plans (IEPs) in Adapted Physical Education. This course has an additional fee.

The pre-requisite of co-requisite of PE 151/SPS 151 is required.

Credits: 3
Every Fall

SPS 156 Evaluation in Health and Fitness

This course combines measurement and evaluation, theory coupled with laboratory experiences in the physical assessment of health fitness and sport. The objective of this course is to provide the student with a broad understanding of pre-participation screening, risk stratification and assessment of strength, muscular endurance, muscular power, body composition, and flexibility.

Credits: 3
Every Semester

SPS 162 Introduction to Clinical Education in Athletic Training

This course is designed to introduce the athletic training student to the principles and practice of clinical skills involved in Athletic Training. Students will be assigned to an Approved Clinical Instructor (ACI) at an approved clinical affiliation. The course is designed to acclimate the first year ATS to the clinical environment. Students will be introduced to injury evaluation process, organization and administration of an Athletic Training Facility, and begin to develop ethical and

professional behaviors. Students will be required to complete a minimum of 100 hours at their assigned clinical site and attend all class meetings. Open only to Athletic Training majors.

The pre-requisite of SPS 142 is required.

Credits: 1

Every Fall

SPS 163 Practicum Experience

Opportunity for students to be involved in an applied working environment that may be related to their specific concentration or career interest. Working with an assigned faculty member, students must present a detailed outline of proposed practicum including learning objectives, activities and outcomes. Can be used as an internship type placement with an off-campus organization and/or at LIU under the auspices of a Division of Athletic Training, Health and Exercise Science faculty member. Students will begin to develop ethical and professional behaviors. Students will be required to attend all classes and complete a minimum of 60 hours at their assigned practicum site. This course requires additional hours other than the standard meeting times listed in the schedule of classes.

The pre-requisite of SPS/PE 156 is required.

Credits: 3

Every Semester

SPS 164 Field Experience

This course is an opportunity for students to apply knowledge and skills at an assigned field experience site according to their major concentration. Each student will work closely with their site supervisor and faculty adviser to complete assignments. Students will be required to attend all classes and complete a minimum of 90 hours at their field experience site. This course requires additional hours other than the standard meeting times listed in the schedule of classes. This course has an additional fee.

The pre-requisite of SPS 163 is required.

Credits: 3

Every Semester

SPS 165 Clinical Education in Athletic Training I

This course will require the students to apply their knowledge in a hands-on, practical environment suitable for athletic training students. Each student will be assigned to a clinical situation according to each individual plan of study. The focus of SPS 165 is on the lower extremity, including the hip, groin, pelvis and abdomen and thorax. The student is responsible for the recognition, evaluation, and immediate care of athletic injuries to this region, while under the direct supervision of a qualified Approved Clinical Instructor. Students will be required to complete a minimum of 150 hours at their assigned clinical site and attend all class meetings.

The pre-requisite of SPS 172 is required and it is only open to Athletic Training majors.

Credits: 3

Every Spring

SPS 172 Advanced Athletic Training I

An advanced course in athletic training that addresses the recognition, evaluation, assessment and immediate care of musculoskeletal injuries. The focus is on-field and off-field evaluation of the lower extremity, abdomen and thorax. Lecture and laboratory experiences include palpation, range of motion assessment, muscle and special tests, neurological and vascular assessment, and immediate treatment of each body area. This course has an additional fee.

The pre-requisites of BIO 131 and SPS 142 are required and it is only open to Athletic Training majors.

Credits: 3

Every Fall

SPS 173 Advanced Athletic Training II

An advanced course in athletic training that addresses the recognition, evaluation, assessment and immediate care of musculoskeletal injuries. The focus is on-field and off-field evaluation of the upper extremities, including the spine, head and face. Also various skin disorders and general medical conditions are explored. Lecture and laboratory experiences include palpation, range of motion assessment, muscle and special tests, neurological and vascular assessment, and immediate treatment of each body area. This course has an additional fee.

The pre-requisite of SPS 172 is required.

Credits: 3

Every Spring

SPS 174 Adapted Physical Education II

An advanced course in Adapted Physical Education that emphasizes physical education and recreation programming for persons with developmental disabilities. Assessing and conducting sports, community activities and exercises for various individuals are all considered.

The pre-requisite of SPS 154 is required.

Credits: 3

On Occasion

SPS 176 Introduction to Sport Management

Through learning activities, professional profiles, case studies and international examples, students gain a strong foundation in diverse areas in the field of sports management. This includes ethical, and legal aspects of sports management, publicity and public relations, finance, critical thinking and sport management research. This will be accomplished through lectures, guest speakers and class discussions.

Credits: 3

Every Fall

SPS 179 Philosophy of Sport

A course designed to help develop leadership skills, to provide some answers to philosophical questions concerning sports, and to assist in developing a personal philosophy of sports and sports science.

Credits: 3

On Occasion

SPS 180 Sports Psychology

A review of the application of psychological concepts to the study of sports performance. Students learn how to create a positive environment for performance enhancement by incorporating such factors as motivation, concentration, relaxation, goal setting, athletic injury, recovery and mental imagery.

The pre-requisite of PSY 3 is required or permission of the Division.

Credits: 3

Every Spring

SPS 182 Exercise Physiology II

This course is designed to give students a theoretical and practical understanding of acute and chronic responses to exercise responses to exercise in a variety of internal and external environments. Particular attention will be paid to advanced exercise physiology concepts. Special topics to be covered include, but not limited to electromyography, electrocardiography basics and interpretation, anaerobic and aerobic training responses, ergogenic aids in sport, performance at altitude, and nutrition for sport. Applied laboratories and virtual laboratories will allow you to explore more specifically the physiological basis of performance and human response to training and conditioning. Open to students in the Exercise Physiology track or Athletic Training. Permission required of all other students.

The pre-requisite of SPS/PE 152 is required.

Credits: 3

Every Fall

SPS 186 Sport Facilities and Event Management

A study and systematic guide to the management issues and practical problems that sports managers must address to ensure financial, sporting and ethical success. The course will cover event and facility management, feasibility assessment, market research, event bidding and branding, risk analysis, contract and project management, corporate structure, budgeting as well as economic, social, community and environmental issues. The course will consist of both classroom and field experience. Students will be required to devote approximately 10 hours outside of class toward managing an on-campus NCAA Division I sports event. The students will be assigned a project that will require them to attend the event and all related functions, such as preparing the facility, managing ticket sales, promotions and marketing the event.

The pre-requisite of SPS 176 is required.

Credits: 3

Every Spring

SPS 189 Basic Biomechanics and Motion Analysis

This course will provide students with a fundamental understanding of mechanical principles and how those principles can be utilized to analyze human movement. Analysis of human movement with simple video, as well as 2 and 3-D motion capture and force platform technology will

be introduced. The course will apply both qualitative and quantitative analysis of human movement to develop the student's observation and problem solving skills. Analysis of movement/sports skills, graphical presentation of kinematic and kinetic data, and simple projects will be conducted and presented in a laboratory setting. Students must spend an additional weekly hour in the motion capture labs. Information will be presented and evaluated in the classroom and laboratory.

The pre-requisites of SPS/PE 151 and PHY 20 are required.

Credits: 3

Every Spring

SPS 190 Neuroscience

This course will provide students with a basic understanding of how the nervous system is structured, how it works and how it affects health and behavior. Each part of the nervous system, including the brain, the spinal cord and the peripheral nerves is presented through lectures and labs emphasizing both anatomy and physiology.

This course has an additional fee.

Pre-requisite of BIO 131 is required.

Credits: 3

Every Fall and Spring

SPS 194 Senior Project

A culmination experience for students in Sports Sciences. With the approval of faculty, a student identifies and conducts an intensive review of a topic within his or her area of concentration. The student must submit a written project and orally defend the work at the end of the course.

Credits: 3

Every Semester

SPS 197 Independent Study

Three credits. Prerequisite: Permission of the Division Director and the Dean.

Credits: 3

On Demand

DEPARTMENT OF OCCUPATIONAL THERAPY

Chairperson: Katherine Dimitropoulou, Ph.D., OTR/L, Assistant Professor

Associate Professors: Anne Scott, Ph.D., OTR/L, FAOTA, Michael Saraceno, M.A., OTR/L, CHT

Assistant Professors: Donna Covello, OTD, OTR/L; Cindy, Supawadee Lee, Ph.D., OTR/L; Susan Nesbit, M.A., OT/L; Doris Obler, M.S.W., OTR/L; Renee Ortega, M.A., COTA (Academic Fieldwork Coordinator- Evening/Weekend (Jewish Women Cohort) Program; Holly Wasserman (Academic Fieldwork Coordinator, Day Program)

Adjunct Faculty: 17

The **Occupational Therapy** Program offers a dual B.S./M.S. degree. It is designed to educate entry-level occupational therapists whose skills and training prepare them to practice competently in the rapidly changing urban health care environment and to equip patients and clients with skills for the workplace and for home. The occupational therapy curriculum offers students the opportunity to focus on individual professional growth, to participate in community-service learning, to refine cultural sensitivity and practice skills, to use health promotion in community settings, to utilize activity to promote health and independence, and to develop the skills required to treat the whole person.

The Occupational Therapy Program is approved by the New York State Education Department and the Accreditation Council for Occupational Therapy Education. Occupational therapy is an upper-division professional program, spanning three years of full-time professional academic courses and clinical work that is integrated with several community-service learning experiences. The professional phase of the program also may be completed on a part-time basis over four years. Students must complete the liberal arts and sciences core curriculum, which offers a rich base of sciences, humanities and social sciences, before entering the professional phase of the program; a minimum of 64 credits in the liberal arts and sciences for the baccalaureate degree are required.

Occupational therapy is a vital health-care and rehabilitation profession whose practitioners help clients to develop or restore and sustain the highest quality of productive life to persons recovering from illness or injury. Occupational therapy is the therapeutic use of self-care, work/productive tasks and play/leisure activities to increase independent function, enhance development and prevent disability. The term occupation refers to activities that are meaningful to the individual within the environments in which the person lives and functions. Occupational therapy promotes healthy lifestyles, prevents disability and facilitates active participation through occupation. It includes adapting tasks and the environment to maximize independence and quality of life. Occupational therapists help people adapt to changes resulting

from disability and the aging process, focus on illness and injury prevention, and promote healthy and satisfying lifestyles for people of all ages.

Our faculty is actively involved in promoting community health and wellness through funded research and programs assisting people to achieve their highest level of functioning within the context of their own communities. Our students are involved in these activities as part of their training since their first year in our program. Using a variety of teaching methods and the integration of technology in the coursework, our students develop a comprehensive understanding of practice and build their research skills. Embedded in our curriculum are activities that enhance students' communication and critical thinking skills contributing to personal and professional growth. Our students are prepared for successful clinical careers and leadership roles within their professional community.

Admissions

Our program presents an excellent opportunity for high school students who want to pursue a degree in occupational therapy. High school students can complete a B.S./M.S. degree in Occupational Therapy in 5 years (2 years for the completion of the pre-requisites and 3 years for the professional phase of the program). Our program also presents a great opportunity for college students and college graduates with a degree in another field who want to pursue a career in occupational therapy.

Students seeking the entrance into health and human service professions should be aware that the presence of a criminal record can result in the refusal of licensing/certification/registration agencies to issue the credential needed to practice in the field of study. Prospective students are urged to contact the pertinent state and/or federal licensing board to inquire whether a criminal record will have an impact on your eligibility to obtain licensure or certification. A criminal conviction and/or the use of illegal drugs may impede licensure in New York State. Students who have had a prior conviction are advised to contact NBCOT (www.nbcot.org) for clearance before beginning their academic program. For a fee, NBCOT will review the circumstances which led to a conviction and the individual's personal record and render a decision concerning whether or not the individual would qualify to work as an occupational therapist.

Application Policies and Procedures

Both high school graduates and college transfer students may apply for admission to the Occupational Therapy Program, to which the following criteria apply:

Application process for High school students: Students must have a minimum high school average of 85 and a minimum combined Scholastic Aptitude Test score of 1000 to apply as a pre-occupational therapy candidate. They need to apply using the LIU main application system from

our Admissions office:

www.liu.edu/Brooklyn/Admissions. Upon acceptance students need to complete 64 pre-requisites and then apply for the professional phase of the program (please see details below). In order to maintain status as a pre-occupational therapy candidate and to apply to the professional phase of the program, students must maintain a minimum cumulative grade-point average of **3.0 in liberal arts and sciences courses. Grades below a C - are not acceptable in prerequisite courses.** Please be note that LIU pre-occupational therapy students do not automatically enter the professional phase of the program. All students go through the application and selection process outlined below.

Application and Selection Process for College Students and Graduates

The Department of Occupational Therapy accepts transfer students with or without a degree. Transfer students can use one of the two procedures listed below for applying to our program:

- The OTCAS system: www.otcas.org.

If you choose this system you do not need any additional applications or documents other than what the OTCAS requires. Please follow the directions that the OTCAS system provides and complete their on-line application. Our department has direct access to those records.

- Directly apply to LIU:

www.liu.edu/Brooklyn/Admissions.

All transfer students or Long Island University graduates must **first** apply directly to the Office of Admissions (718-488-1011) by filling out the on-line undergraduate application (see link listed above).

Part Two – OT PROGRAM APPLICATION (for all applicants)

Applicants who do not apply through OTCAS must also fill out an *OT Program Application*. You can find the application on-line at www.liu.edu/Brooklyn/Admissions/Forms-Documents, or you can request a hard copy at Department of OT at (718) 780-4508. You also need to submit three letters of recommendation on Departmental Forms.

Pre-OT and/or other majors (LIU) students can apply directly to the Department of OT at Long Island University (no OTCAS application is necessary). Admission application and reference letter forms can be obtained from the OT Department (*5 th Floor, Health Science Building, Room 512, 718-780-4508*) or on-line at www.liu.edu/Brooklyn/Admissions/Forms-Documents.

The Department of Occupational Therapy publishes the application deadline on the website. All students accepted begin the program in the fall semester of each academic year. All prerequisite courses and volunteer work **must** be completed prior to entering the program in September. We encourage students to meet with

faculty in the Department of Occupational Therapy to prepare their application and to make sure that prerequisites are completed.

INTERVIEW

All eligible students will be invited to the Department of Occupational Therapy for an interview with a faculty member so that students can become more familiar with the Program and the Campus.

LETTERS OF RECOMMENADATION

Students are required to **submit 3 letters of recommendation** on the designated reference forms of the Department (these forms are integral to the OTCAS system or can be obtained from the Department of OT, the Admissions Department, or on-line at

www.liu.edu/Brooklyn/Admissions/~media/Files/Brooklyn/Admissions/Forms/BK_Admiss_underGraduateApp.

We REQUEST that letters of recommendation be completed by people who know you well—for example, college professors, academic counselors, or employers. The person completing the recommendation form MUST return it to you in a sealed envelope with his or her signature across the flap of the envelope. You should collect all sealed envelopes and submit them together along with your application to the Department of Occupational Therapy.

PERSONAL STATEMENT (as part of the admission packet)

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. Please include ALL required materials when submitting your application for your application to be processed.

- LIU application
- Occupational Therapy Program Application (Must be filled out completely)
- 3 Recommendation Forms (these are the only forms that we will accept)
- Official Transcript(s) (current)
- Personal Statement

Pre-requisites

College students wishing to transfer into the professional phase of the program must have a minimum cumulative grade point average of **3.0**. A **3.0** minimum cumulative grade point average is also required in both liberal arts and sciences courses. An **average GPA of 3.0** in the four Biology Pre-requisite courses is preferred (BIO 3, 4, 131, 132). 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 3, 4)	8 credits
Anatomy (with lab)	(Bio 131)	4 credits
Physiology	(Bio 132)	3 credits
Finite Math	(Math 16)	3 credits
Statistics	(Math 100, Psy 150)	3 credits
General Psychology	(Psy 3)	3 credits
Developmental Psychology	(Psy 107)	3 credits
Abnormal Psychology	(Psy 110)	3 credits
English Composition	(Eng 16)	3 credits
Core Seminar	(formerly Eng 17)	3 credits
English Literature	(Eng 61-64)	6 credits
Intro Sociology or Anthropology		3 credits
History	(His 1, 2)	6 credits
Philosophy	(Phil 61, 62)	6 credits
Oral Communication	(Spe 3)	3 credits
Liberal Arts		4 credits

***64 credits**

* Each Applicant is required to complete an additional 4 credits of *Liberal Arts or Science* course work and will accept OS 1 for **one** credit and 3 credits from an elective course. Computer Science, Education, and Physical Education courses are **not acceptable** for completion of the Liberal Arts and Science requirement. The total # of prerequisite credits required for graduation is ***64 credits**. All prerequisite course work must be completed prior to initiation of professional phase course work.

VOLUNTEER WORK 50 hours. A letter from an Occupational Therapist that confirms your volunteer hours is necessary.

Prerequisite Courses for LIU Graduates and Transfer Students With a Degree (Associate or Bachelor Degree)

General Biology (with lab)	8 credits
Anatomy (with lab)	4 credits
Physiology	3 credits

Algebra	3 credits
Statistics	3 credits
General Psychology	3 credits
Developmental Psychology	3 credits
Abnormal Psychology	3 credits
English Composition and/or Literature	6 credits
Intro Sociology or Anthropology	3 credits

***39 credits**

*The total prerequisite credit requirement for entry into the program is ***64 credits**. Completion of the 25 additional required prerequisite credits of Liberal Arts or Science course work must be evident on your transcript. Computer Science, Education, and Physical Education courses are not acceptable for completion of the Liberal Arts and Science requirement. All prerequisite course work must be completed prior to initiation of professional phase course work.

For more information about our program visit our website:

www.liu.edu/Brooklyn/Academics/Schools/SHP/Dept/Occupational-Therapy

Academic Standards

Once accepted into the Occupational Therapy Program, students must maintain a cumulative professional-phase grade point average of at least 3.0 each semester. Students also must meet standards of professional behavior with faculty, peers and clinical instructors. Upon completion of the curriculum, students are awarded a dual Bachelor of Science/Master of Science Degree in Occupational Therapy and are eligible to take the NBCOT exam.

Occupational Therapy Curriculum

The Occupational Therapy Program curriculum includes 122 credits in the professional phase of the program. Occupational therapy course offerings provide 23 credits of basic and medical science classes, 82 credits in occupational therapy theory and practice, and 17 credits of clinical education.

The developmental nature of our curriculum allows students to be introduced, practice and master, core competencies pertaining to the clinical practice of Occupational Therapy. The curriculum is brought to life through organizing strands, which serve to infuse the mission and philosophy of the program into each course. The courses are organized into sequences that aim to gradually enable students' learning and professional competency.

The organizing strands for the curriculum are:

1. Clinical reasoning/evidence-based practice/research
2. Engagement in meaningful occupation
3. Health promotion, prevention and wellness
4. Professional socialization/community service

The occupational therapy program will allow you to:

- Focus on your individual professional growth and development
- Participate in community service learning
- Enhance cultural sensitivity and practice skills
- Use health promotion in community settings
- Develop skills to treat the whole person including physical, cognitive and psychosocial needs
- Use purposeful activity to promote health and independence
- Prepare for a successful career and leadership roles within the Occupational Therapy profession.

Students spend their first year completing 72 hours of community service that introduces them to service learning experiences related to life-span development and understanding of occupations. During the second of the curriculum students participate in an enriched clinical component (Fieldwork I) that includes several supervised part-time experiences with clients and patients of all ages, located in a variety of medical, educational and community-based organizations. In the third year, students participate for seven months in full-time fieldwork (Fieldwork II) that includes 3 rotations of 8-10 or 12 weeks in a variety of clinical, educational, or community settings (focus is on: mental health, physical disabilities, pediatrics). Students also have the unique opportunity to design and implement a four-credit research project in which they conduct a faculty mentored research project.

Community Service

Students will be prepared to ultimately work in the urban environment, which presents unique challenges to health care provision. Consistent with the mission of Long Island University's Brooklyn Campus to provide service to the community, occupational therapy students will participate in the Common Ground, a unique community service-learning program sponsored by the University. The curriculum emphasizes the importance of community service learning, cultural competence and the relationship of the environment to health and illness. It is critical that students have early and consistent exposure to the community facilitated through developmental learning activities. The community-based learning experiences will foster a deep appreciation of the broad spectrum of social, cultural, political, and economic forces that shape this environment and influence the individual in his/her daily activities and valued occupations.

During the course of the curriculum, students will have three placements in the community, and will participate in a capstone project in which they will develop a research project that promotes occupational therapy in a community setting or emerging practice area. This project will contribute to the goal of the occupational therapy educational program to prepare students who can effectively work in traditional and nontraditional

settings (including health, social, and community agencies addressing health promotion, disease prevention and rehabilitation needs).

Fieldwork Education

Clinical practice constitutes an integral part of the course of study. It provides an excellent opportunity for students to acclimate themselves to the health care setting, practice selected aspects of occupational therapy, observe various types of health care settings, and develop your professional competence.

The clinical practice component begins with a ten week clinical experience in the fall of the second professional year. The following clinical practice experiences gradually become more demanding and varied in nature. The program concludes in clinical internships with a minimum of 28 weeks in the fall/spring/summer semesters of your final graduate year at the Brooklyn Campus (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 Brooklyn Campus students who plan to participate in a clinical/field experience may be asked to undergo a criminal background check and/or drug screen. A criminal conviction and/or the use of illegal drugs may impede or bar your entry into your chosen field of study. Students desiring entrance into the School of Health Professions should be aware that our clinical/field affiliates can reject or remove a student from the site if criminal record is discovered or if a drug test is positive. In the event that a student is rejected from a clinical/field site due to information contained in the criminal background check, or drug screen, you may be unable to complete a required clinical/field experience. If you are unable to complete program requirements, you may be advised to withdraw from the program.

Accreditation

The Occupational Therapy program is accredited by the Accreditation Council for Occupational Therapy Education (ACOTE) of the American Occupational Therapy Association (AOTA) located at 4720 Montgomery Lane, P.O. Box 31220, Bethesda, MD 20824-1220; (301) 652-AOTA. The program is registered with the New York State Education Department. Graduates will be eligible to sit for the national certification examination by the National Board for Certification in Occupational Therapy (NBCOT). After successful completion of that examination, the individual will be an Occupational Therapist Registered (OTR). Most states require licensure in order to practice; however, state licenses are usually based on the results of the NBCOT Certification Examination.

B.S./M.S. in Occupational Therapy

Occupational Therapy Dual Degree Requirements

A minimum of 48 credits above 100 (Advanced) is required.

Occupational Therapy Core Curriculum Requirements

English Composition Core Requirement

ENG	16	English Composition	3.00
ENG	16X	English Composition for Nonnative Speakers	3.00

Core Seminar Requirement

COS	50	Idea Of The Human	3.00
-----	----	-------------------	------

Speech Core Requirement

SPE	3	Oral Communication	3.00
-----	---	--------------------	------

English Literature Core Requirement

ENG	61	European Literatures I	3.00
ENG	62	European Literatures II	3.00
ENG	63	American Literatures	3.00
ENG	64	Non-Western Literatures	3.00
HEG	21	Literature of the Human Imagination	3.00
HEG	22	English Literature of the Human Imagination	3.00

Philosophy Core Requirement

PHI	61	Philosophical Explorations I	3.00
PHI	62	Philosophical Explorations II	3.00

History Core Requirement

HIS	1	History of Civilizations to 1500	3.00
HIS	2	History of Civilizations Since 1500	3.00

Social Science Core Requirement

PSY	3	Introduction to Psychology	3.00
-----	---	----------------------------	------

Social Science Core Requirement

ANT	4	Physical Anthropology	3.00
ANT	5	Cultural Anthropology	3.00
SOC	3	Introduction to Sociology	3.00

Math Core Requirement

MTH	16	Finite Mathematics	3.00
-----	----	--------------------	------

Orientation Seminar Core Requirement

OS	1	The University: Discovery and Change	1.00
----	---	--------------------------------------	------

Ancillary Requirements: Must complete both courses

PSY	107	Developmental Psychology I	3.00
-----	-----	----------------------------	------

PSY	110	Abnormal Psychology	3.00
Ancillary Requirements: Must complete one of the following courses			
MTH	100	Introductory Statistics	3.00
PSY	150	Statistics in Psychology	3.00

Occupational Therapy Pre-Professional Science Requirements

BIO	3	Life: Its Origin, Maintenance and Future	4.00
BIO	4	Life: Its Origin, Maintenance and Future	4.00
BIO	131	Human Anatomy	4.00
BIO	132	Human Physiology	3.00

Occupational Therapy Professional Phase Requirements

Year 1 Requirements

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

Year 2 Requirements

OT	122	Medical Conditions 2: Mental Health in Adolescents, Adults and Geriatrics	3.00
OT	200	Fieldwork Level I: Geriatric Practice	1.00
OT	205	Professional Development 5: Health Promotion	1.00
OT	210	Fieldwork Level I: Mental Health Practice: Adolescents and Adults	1.00
OT	215	Fieldwork Level I: Physical Disability Practice: Adolescents and Adults	1.00
OT	303	Skills for Living 3: Self Care	3.00
OT	306	Therapeutic Skills 3: Teamwork and Leadership	2.00
OT	320	Theory 3: Comprehensive Models and Mental Health Sets of Guidelines for Practice	4.00
OT	330	Practice 1: Mental Health - Adolescents, Adults and Geriatrics	5.00
OT	420	Theory 4: Physical Disabilities Sets of Guidelines for Practice	5.00
OT	430	Practice 2: Neurorehabilitation Adolescents, Adults and Geriatrics	5.00
OT	431	Practice 3: Orthopedic Rehabilitation and Orthotics: Adolescents Adults and Geriatrics	4.00
OT	432	Practice 4: Medical and Surgical Rehabilitation: Adolescents Adult and Geriatrics	2.00
OT	506	Therapeutic Skills 5: Technology and Assistive Devices	2.00
OT	520	Theory 5: Research	3.00
OT	533	Medical Sciences 3: Clinical Conditions in Pediatrics	3.00

OT	620	Theory 6: Research Proposal Development	2.00
OT	720	Theory 7: Community Practice Education and Health Promotion	2.00

Occupational Therapy Courses

OT 100 Introduction to Occupational Therapy

Introduction to the profession of occupational therapy including the history, philosophy, knowledge, skills and attitudes reflective of past, current and future practice. The course content introduces students to the nature of theory and the evolution of the profession related to practice, standards of practice, core values and attitudes, ethical and legal issues, roles and tasks of occupational therapists and certified occupational therapy assistants, the organizational structure of the professional association and accreditation and credentialing bodies and international resources. Trends are examined in health care and models of practice including wellness and health maintenance and health promotion in the context of social, economic, political, demographic and cultural factors that influence the delivery of services are addressed.

The pre-requisites of PSY 107, 110 and COS 50 are required.

Credits: 2

Every Fall

OT 106 Therapeutic Skills 1: Interpersonal Skills

This course will introduce the students to professional interpersonal skills and techniques used by Occupational Therapists across treatment settings and age groups. Students will both learn and practice skills including: therapeutic use of self, interviewing/counseling skills, assertive professional communication and therapeutic interaction. Students will begin to appreciate factors relevant to disability perspectives, cultural sensitivity, client-centered care and advocacy. Students will develop in their identity as a "Helping Professional" and will show sensitivity when using new interpersonal skills in the experiential setting.

The pre-requisites of PSY 107 and 110; one Sociology or Anthropology course; and Admissions to the OT program are required.

Credits: 2

Every Fall

OT 110 Human Development and Occupation 1: Pediatrics

This course focuses on bio-psycho-social development from infancy through childhood. Concepts and theories of typical human growth and development across the life span will be presented as a context for understanding behavior and occupation. Age related occupations in infancy and childhood will be examined in the context of developmental theories. Current research findings will be integrated in the course to inform occupational therapists about human growth and development in sensory, motor, cognitive and psychosocial domains. Factors influencing growth and development including the family, the social and physical environment, daily life experience, and the unique individual characteristics of the child

will be incorporated throughout the course. The role of the occupational therapist in prevention and promotion of health and well being with pediatric populations will be introduced. Through volunteer work in a community service agency, students will have opportunities to develop observation and interaction skills with children in a naturalistic setting. A comprehensive understanding of childhood occupations is achieved through class activities and community service. Community service and course assignments also provide the opportunity for students to link classroom learning to both home and community practice settings.

The pre-requisites of PSY 107, PSY 110 and admissions to the OT program are required.

Credits: 3

Every Fall

OT 111 Human Development and Occupation 2: Adolescence/Adults

This course addresses human growth and development for adolescents and adults in the areas of neurosensory, motor, visual, perceptual, cognitive, physical, physiological and psychosocial skills. Principles of health promotion and disability prevention and the influences of culture and diversity are examined as they interface with the age-related needs and risks of this cohort. Students will examine the influence age-related life stages and development on occupations within the framework of performance skills and patterns and contexts. Students will be exposed to current research protocols and findings related to adolescents/adults development and their relationship to occupations and healthy lifestyle. This course is coupled with a community service learning experience in which students have the opportunity to integrate course content through lectures, seminar discussions, and community service experiences. Students also examine designated cultures and health related issues in depth using a problem based learning (PBL) approach.

The pre-requisite of OT 110 is required.

Credits: 2

Every Spring

OT 112 Human Development and Occupation 3: Geriatrics

Human development and occupation for elders is the core interest of this course. Development in the areas of sensory, motor, perceptual, physical, cognitive, physiological and psychosocial skills is examined. Principles of health promotion, disease prevention and the influences of culture and diversity are examined in depth. Assignments and community service experiences integrated in this course examine the role of age-related occupations on maturity, aging, death and dying, quality of life, and well-being. The course integrates performance skills, patterns and contexts as key factors in understanding changing occupational roles and the process of adaptation in elders.

The pre-requisite of OT 111 is required.

Credits: 2

Every Summer

OT 119 Anatomy - Kinesiology

This course is an in depth study of the human body structure, functions and abnormal motion, with emphasis on the neuro-musculoskeletal systems. Structural interrelationships shall be examined as the basis for normal functions and as a means to understand structural and functional dysfunctions of body structures that affect body functions and occupational performance. The course facilitates students' understanding of neuro-motor substrates of human performance skills required to participate in meaningful occupations. Directed laboratory experiences are comprised of cadaver dissection, study of skeletal materials and anatomical models, surface anatomy, palpation, joint, and muscle function as well computer-assisted learning and video-tape presentation. Students obtain the background knowledge that assists them to understand, analyze and interpret neuro-motor body structures and functions that hinder occupational performance. All students must participate in cadaver dissection lab.

Pre-requisite of OT 140 is required.

Credits: 5

Every Spring

OT 120 Theory 1: Introduction

This course will provide the opportunity for students to learn about the theoretical foundations of the profession. Students will examine how theoretical information –largely developed by the disciplines- is used to support the development of (a) sets of guidelines for occupational therapy practice and (b) screening and assessment tools. Both non-occupational therapy theories and occupational therapy theories will be explored. Students will also learn how to read, critique, interpret and summarize research (basic and applied) regarding the reliability and validity of theories, and the effectiveness of guidelines for occupational therapy practice and screening assessment tools. The course has a writing intensive component in which students develop professional writing skills related to documenting evidence for practice. Language structure, format and argument development are emphasized. Students complete progressive assignments that are gradually revised using the professor's feedback, the assistance of writing tutors, and the use of googledocs. Finally students are introduced to clinical reasoning and decision making skills by assessing a client's occupational role dysfunction identify the impact of cultural, socioeconomic and political factors on their disability and determine an appropriate theoretically based OT intervention. Opportunities to practice clinical reasoning, professional writing and decision making skills are provided through case studies, media (e.g. books, film, and video) and scientific literature.

The pre-requisite of OT 100 is required. Student must be admitted into the Occupational Therapy Program

Credits: 2

Every Spring

OT 121 Medical Conditions 1: Physical Disabilities in Adolescents, Adults and Geriatrics

This course is a study of the medical, neurological, and orthopedic conditions that commonly occur during the life span of adolescents, adults, and the elderly. An understanding of the etiology, pathology, signs and symptoms, treatment, psychosocial issues, and prognosis of common conditions and diseases are promoted. The influence of culture, diversity, environmental context, and the impact of occupation and health promotion are considered.

The co-requisites of OT 129 and 112 are required.

The pre-requisite of OT 119 is required.

Credits: 3

Every Summer

OT 122 Medical Conditions 2: Mental Health in Adolescents, Adults and Geriatrics

This course presents an overview of the medical, neurological and psychiatric conditions which commonly occur during the life span of adolescents, adults and the elderly, building upon prior course work in the basic science curriculum and growth and development. Students develop an understanding of medical and psychiatric conditions, the etiology, signs, symptoms and prognosis. Implication for the person's occupational roles and performance are examined. Occupational therapy practice is discussed with focus on the process of screening, assessment, treatment and reassessment. In addition, the influence of culture, ethnicity, health care policies and gender and its impact on occupation and health promotion are examined across the life span.

The co-requisites of OT 200 and 320 are required.

The pre-requisite of OT 111 and 112 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-requisite of OT 119 is required.

Credits: 4

Every Summer

OT 140 Neuroscience

This course provides students with an understanding of the neuroanatomical and neurophysiologic substrates of normal and abnormal human behavior. The study of cortical

and subcortical anatomy and physiology includes: cranial and peripheral nerves; the ventricular system; vascular brain anatomy; the neuron and neural activity; neurotransmitters, enzymes, and other neurochemicals; the autonomic nervous system; spinal cord tracts; and proprioceptors (muscle spindles and golgi tendon organs). The neuroanatomical and physiologic functions of special senses include: the vestibular system, vision, audition, olfaction, gustation, and proprioception. The neurologic substrates of motor control, stress/emotions/motivation, learning and memory, the aging of the brain, and neuroplasticity is also reviewed. Students will learn to use their knowledge of neuroanatomical and physiologic functions of the central nervous system (CNS) to understand CNS disease, dysfunction, and injury (e.g., spinal cord injury, traumatic brain injury, schizophrenia, coma, Parkinson's, sensory integrative disorders). Students will also use their knowledge of neuroanatomy and physiology to begin to understand the neurologic theories underlying specific occupational therapy practices (e.g., NDT-Neurodevelopmental Treatment, PNF-Proprioceptive Neuromuscular Facilitation, SI-Sensory Integration, and splinting and casting). Lab will provide the opportunities for students to directly examine human brain specimens, practice clinical neurologic exams, and develop clinical problem identification skills through case studies. During lab sessions students are also exposed to real life clients with neurological damages and learn the functional impact of the neurological problems (using the "clinic in the classroom" approach).

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 co-requisites of OT 122 and 320 are required.

The pre-requisites of OT 111 and 112 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.

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.

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 PSY 107, 110 and COS 50 are required.*

Credits: 1

Every Spring

OT 204 Professional Development 4: Independent Study (Elective)

An in-depth exploration of a topic of study through review of literature, field visits or community service learning under the guidance of a faculty mentor. Professional writing development is emphasized. Students, with the instructor, define the scope of the study, methods, and outcomes. Professional development will be fostered through the identification of learning objectives for the experience that will be assessed/monitored during the course of the independent study process. *The pre-requisite or co-requisite of OT 100 is required.*

Credits: 1

On Demand

OT 205 Professional Development 5: Health Promotion

Consideration of current public health initiatives designed to improve the quality of health, eliminate disparities, and explore occupation-based interventions to address major indicators of poor health, to prevent disorders and to maintain wellness. The course will examine evidence-based practice, intervention programs, evaluation and outcome assessments for wellness, health promotion and quality of life. A range of approaches supporting health promotion and disease prevention in various populations, in institutional, community and home settings will be examined. Students will begin to develop skills in using occupational therapy interventions to enhance the quality of life and well-being. A variety of health-related occupations using traditional, alternative and complementary activities will be demonstrated and practiced. Areas of focus include enhancing coping and adaptation with stress management, time management, pain management, smoking cessation, and withdrawal from substances. Patterns of diet, physical activity, psychological

states and attitude, social activities, and the role of spirituality in practice reflecting sociocultural/economic, diversity, cultural and life span factors are examined.

The pre-requisites of PSY 107, 100 and COS 50 are required. The student must be admitted into the Occupational Therapy Program.

Credits: 1

Every Spring

OT 206 Therapeutic Skills 2: Group Process

A group process course for treatment, teamwork, and community interventions. Introduction and application of theories of group dynamics, task, and activity groups, including evaluation of interpersonal style and group roles, therapeutic interaction and leadership skills, collaborative and professional communication skills. Students learn to carry out groups, reflect on their experiences and provide feedback to each other on the group process.

The pre-requisite of OT 100 is required. The student must be admitted into the Occupational Therapy Program.

Credits: 3

Every Spring

OT 210 Fieldwork Level I: Mental Health Practice: Adolescents and Adults

This course provides the opportunity for students to directly experience occupational therapy practice in mental health with adolescent/adult populations in a clinical or community setting. Through fieldwork experience, students will begin to integrate and apply the theoretical knowledge, professional behaviors/attitudes and clinical skills learned in the classroom. An integrative clinical reasoning fieldwork seminar accompanies the fieldwork experience to provide students with an opportunity to analyze the professional and clinical practices observed in the clinic/community setting, and integrates this with the clients' cultural background, health status, and valued occupations. Students will complete intensive documentation assignments that will help facilitate their understanding and ability to analyze and synthesize a client's information in an occupational profile/evaluation in order to create long /short-term goals, formulate an evidence based treatment plan, progress note and discharge note.

The pre-requisites of OT 320, 122 and 200 are required. The co-requisite of OT 330 is required.

Credits: 1

Every Spring

OT 215 Fieldwork Level I: Physical Disability Practice: Adolescents and Adults

This course provides the opportunity for students to directly experience occupational therapy practice in adolescents/adults with physical disability in a clinical or community setting. Through fieldwork experience, students will begin to integrate and apply the theoretical knowledge, and professional behaviors/attitudes and clinical skills learned in the

classroom. An integrative clinical reasoning fieldwork seminar accompanies the fieldwork experience to provide students with an opportunity to analyze the professional and clinical practices observed in the clinic/community setting, and integrates this with the clients' cultural background, health status, and valued occupations. Students will complete intensive documentation assignments that will help facilitate their understanding and ability to analyze and synthesize a client's information in an occupational profile/evaluation in order to create long /short-term goals, formulate an evidence based treatment plan, progress note and discharge note.

The co-requisite of OT 430 is required. The pre-requisites of OT 121, 129, 303 and 420 are required.

Credits: 1

Every Spring

OT 220 Theory 2: Learning Theories Applied to Practice

This course provides students with an understanding of teaching and learning processes. Students are prompted through class activities and the discussion of theories of learning (such as Bloom's) to reflect on their own learning process as they pursue the OT degree. In addition students are introduced in how learning theories are used to support the development of occupational therapy interventions that are designed to facilitate personal change. Learning theories that are studied include Social Learning Theory (Bandura), The Health Belief Model (Becker), PRECEDE-PROCEED Model, Theory of Reasoned Action (Fishbein & Ajzen), Stages of Change Theory-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-requisite of OT 120 is required.

Credits: 2

Every Summer

OT 301 Skills for Living 1: Play and Leisure

This course has a dual focus: play and leisure across the life span and activity analysis and synthesis. Meaningful occupation, with a specific focus on play and leisure will be examined in a social and cultural contexts and temporal contexts of age, developmental and life cycle stages, and disability status. Content includes the role of play and leisure in health promotion and disability prevention, and the screening and assessment of play and leisure. Students develop skills in task and activity analysis,

activity modification and adaptation based on an occupational performance model.

Credits: 3

Every Fall

OT 302 Skills for Living 2: Work

This course focuses on the role of work/productive activities across the life span and in occupational therapy. Content includes vocational and functional capacity evaluation, work related assessment tools, work programs for clients with injury, developmental disabilities, cognitive deficits and mental health concerns. The influence of unique client characteristics, the environment, culture, social, economic and political factors impacting work and work programs will be considered throughout the semester. Students will be introduced to ergonomics, cumulative work injury and work hardening. Skill in activity analysis will be expanded through a job analysis, analysis of work related behaviors and skills, tool analysis, and an ergonomic seating evaluation. Lab activities link theory to clinical application.

The pre-requisite of OT 119 is required. The co-requisites of OT 129 and 121 are required.

Credits: 3

Every Summer

OT 303 Skills for Living 3: Self Care

This course provides students with the opportunity to examine the meaning of self-care activities throughout the life span and across various cultures. The course content emphasizes clinical reasoning/evidence-based practice research as it relates to the engagement in self-care skills as part of meaningful occupation, health promotion, prevention and wellness. The specific performance components of self-care activities (i.e., sensorimotor, cognitive and psychosocial components) will be analyze. The way in which various performance contexts (i.e., age group, developmental stage, disability status, environmental conditions, and socio-cultural factors) influence self-care activities will be explore. Students will have the opportunity to practice activity analyses of self-care tasks (for specific populations, age groups, socio-cultural environments, etc.). Students will also practice the clinical techniques of grading and adaptation of self-care activities in accordance with an individual's disability status. There will be opportunity to practice grading and adaptation self-care skills, through case studies and problem-based learning activities. Students will have the opportunity to identify a variety of screenings, assessments, and intervention methods for clients who have disabilities, which interferes with self-care activities. The students will have the opportunity to practice documentation skills (goal and note writing) through case studies and problem-based learning.

The pre-requisite of OT 129 is required. The co-requisite of OT 420 is required.

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-requisite of OT 106 is 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 and 200 are required.

The pre-requisites of OT 111 and 112 are required.

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, 200 and OT 320 are required.

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. Basic principles of quantitative research—with an emphasis on applied scientific inquiry relative to instrument development and testing—will be introduced.

The co-requisite of OT 303 is required. The pre-requisites of OT 129 and 121 are required.

Credits: 5

Every Fall

OT 430 Practice 2: Neurorehabilitation Adolescents, Adults and Geriatrics

This course addresses neurorehabilitation practice with adolescents, adults, and geriatrics within a variety of healthcare and community related settings. Students will learn about the sequence of rehabilitative practice in occupational therapy specific to addressing the needs of clients with neurological impairment, including: screening and evaluation, reevaluation, intervention planning and implementation, and discharge planning. The course also acknowledges the influence of culture, diversity, environmental context, and their impact on occupation and health promotion in clients with neurological damages. Students will be expected to reflect on the clinical reasoning processes required

to provide competent and evidence based practice to this client population via class discussions, case based assignments, and clinical fieldwork experiences.

The co-requisites of OT 215 and 431 are required.

The pre-requisites of OT 121, 303 and 420 are required.

Credits: 5

Every Spring

OT 431 Practice 3: Orthopedic Rehabilitation and Orthotics: Adolescents Adults and Geriatrics

This course is designed to provide students with the background and experience in splint fabrication and orthotic management for orthopedic conditions. Furthermore, students will learn evaluation and intervention principles with adolescents, adults, and geriatrics. The lecture component will incorporate biological principles, anatomical, kinesiological concepts, and bio-mechanics relating to orthopedics and splinting. The class will be divided into two sections; a two-hour lecture followed by a four-hour lab. The lecture component will incorporate biological principles, anatomical, kinesiological concepts, and bio-mechanics relating to orthopedics and splinting. Common diagnoses and indications for selected splints will be reviewed as well as common protocols. In addition, students will be learning about the sequence of practice in occupational: screening and evaluation, reevaluation, formulation of intervention plans and implementation, and discharge planning. The lab portion will focus on splint design and fabrication as well as modality application. Students will be exposed to a variety of splinting equipment, tools, supplies, and low temperature thermoplastics used in clinical settings, and develop basic splinting skills. Furthermore, students will understand and demonstrate electrical safety standards. In addition, students will have the opportunity to apply modalities, such as, thermal, ultrasound, TENS, NMES, light and laser therapy. Finally, students will focus on hand on evaluation and treatment skills for common hand problems.

The co-requisites of OT 215 and 430 are required.

The pre-requisites of OT 121, 303 and 420 are required.

Credits: 4

Every Spring

OT 432 Practice 4: Medical and Surgical Rehabilitation: Adolescents Adult and Geriatrics

This course addresses current occupational therapy practice methods for clients having general medical and/or surgical diagnoses- in adolescent, adult, and geriatric populations. Students will learn about the most commonly seen medical/surgical diagnoses treated by occupational therapists, as well as some specialty diagnoses. The sequence of practice for this diagnostic population will be covered-including screening and evaluation, observation of contraindications and safety protocol, formulation of treatment plans, implementation of treatment, family/caregiver education, re-evaluation, and

discharge planning. The impact of multicultural sensitivity, cultural diversity, and environmental context –as they affect treatment will be explored. Students will be expected to appropriately grade and analyze activities in the process of developing treatment plans for patients having general medical/surgical rehabilitation needs as well as some complex and less common diagnoses. Students will also enhance their clinical reasoning and decision-making skills as they apply treatment methods via review of fieldwork experiences and case studies.

The pre-requisites of OT 430 and 431 are required.

Credits: 2

Every Summer

DIVISION OF PHYSICAL THERAPY

The Division of Physical Therapy offers a Doctor of Physical Therapy degree at the graduate level. Please refer to the Brooklyn Campus Graduate Bulletin for full details about the program.

DIVISION OF PHYSICIAN ASSISTANT STUDIES

The Division of Physician Assistant Studies offers a 30-month, professional-phase curriculum leading to the M.S. in Physician Assistant Studies. Please refer to the Brooklyn Campus Graduate Bulletin for full details about the program.

PUBLIC HEALTH PROGRAM

Chairperson and Associate Professor: Karen Denard Goldman, M.P.H., Ph.D.
 Professors: Enna Crosman, M.P.H., Valerie Walker, M.P.H.
 Assistant Professors: Anthony Santella, D.P.H.
 Practicum Coordinator: Scott Westervelt, M.S.
 Adjunct Faculty: 5

B.S./MPH in Health Science / Public Health

BS Health Science /Master of Public Health

English Comp Core Requirements (Select one of the following)

ENG 16	English Composition	3.00
ENG 16X	English Composition for Nonnative Speakers	3.00

Core Seminar Requirement

COS 50	Idea Of The Human	3.00
--------	-------------------	------

Speech Core Requirement

SPE 3	Oral Communication	3.00
-------	--------------------	------

English Lit Core (Select 6 credits from the following)

ENG 61	European Literatures I	3.00
ENG 62	European Literatures II	3.00
ENG 63	American Literatures	3.00
ENG 64	Non-Western Literatures	3.00
HEG 21	Literature of the Human Imagination	3.00
HEG 22	English Literature of the Human Imagination	3.00

History Core Requirements

HIS 1	History of Civilizations to 1500	3.00
-------	----------------------------------	------

HIS 2	History of Civilizations Since 1500	3.00
-------	-------------------------------------	------

Philosophy Core Req

PHI 61	Philosophical Explorations I	3.00
PHI 62	Philosophical Explorations II	3.00

Orientation Sem Core Req

OS 1	The University: Discovery and Change	1.00
------	--------------------------------------	------

Social Sci Core Req (Select 6 credits from the following)

ANT 4	Physical Anthropology	3.00
ANT 5	Cultural Anthropology	3.00
ECO 1	Introduction to Economics	3.00
ECO 2	Introduction to Economics	3.00
HSS 21	Civilization and Social Institutions	3.00
HSS 22	Civilization and Social Institutions	3.00
POL 11	Power and Politics	3.00
PSY 3	Introduction to Psychology	3.00
SOC 3	Introduction to Sociology	3.00

BS/MPH CHM Core Req (Select 8 credits in a sequence)

CHM 3	General and Inorganic Chemistry	4.00
CHM 4	General and Inorganic Chemistry	4.00
OR		
CHM 3X	General Chemistry	4.00
CHM 4X	Introduction to Organic and Biochemistry	4.00

BS/MPH Core BIO Req (Select 8 credits in a sequence)

BIO 1	General Biology	4.00
BIO 2	General Biology	4.00
OR		
BIO 3	Life: Its Origin, Maintenance and Future	4.00
BIO 4	Life: Its Origin, Maintenance and Future	4.00

BS/MPH Core MTH Req (Select one of the following)

MTH 15	Mathematical Tools and Their Use	4.00
MTH 16	Finite Mathematics	3.00

BS/MPH Ancillary Req

BIO 101	Microbiology	3.00
---------	--------------	------

BIO 131	Human Anatomy	4.00
BIO 132	Human Physiology	3.00

BS/MPH Ancillary Req (Select one of the following)

MTH 100	Introductory Statistics	3.00
PSY 150	Statistics in Psychology	3.00

BS/MPH Major Req

HS 300	Introduction to Health Professions	3.00
HS 310	Epidemiology	3.00
HS 320	Environmental Health Issues	3.00
HS 330	Introduction to Research in the Health Professions	3.00
HS 340	Wellness and Nutrition	3.00
HS 490	Practicum	3.00
PE 156	Evaluation in Health, Fitness, and Motor Behavior	3.00
SPS 156	Evaluation in Health, Fitness, and Motor Behavior	3.00
SPS 190	Neuroscience	3.00

BKLYN BSHS/MPH Major Req

MPH 710	Foundations of Public Health: Concepts and Administration	3.00
MPH 715	Public Health Epidemiology	3.00
MPH 720	Biostatistics for Public Health	3.00
MPH 725	Theoretical Foundations of Public Health	3.00
MPH 735	Research Methods in Public Health	3.00
MPH 740	Principles of Public Health Informatics	3.00
MPH 755	Public Health Planning and Evaluation	3.00

DIVISION OF RESPIRATORY CARE

Program Director: Thomas J. Johnson, M.S., R.R.T.

Director of Clinical Education: Cindy Bravo-Sanchez, M.P.A., R.R.T., NPS

Academic Coordinator: Ellen A. Becker, Ph.D., R.R.T., NPS, AE-C

Adjunct Faculty: 5

The four-year, 128-credit B.S. in Respiratory Care is designed to provide students with educational and clinical competence, emphasizing comprehension, versatility and advanced clinical knowledge. The two-year, pre-professional phase of the program consists of preparation in the basic sciences and in mathematics as well as in the humanities and social sciences, providing students with a broad-based liberal arts foundation.

During the professional phase of the program – usually years 3 and 4 – students are engaged in the theoretical, practical and clinical aspects of adult, pediatric and neonatal respiratory care. They gain an in-depth knowledge of clinical science and its application in health care. Through classroom, laboratory and diverse clinical practical education, students develop the necessary knowledge, bedside skills and problem-solving abilities to serve the health needs of patients from premature newborns through the elderly. Thus, students are prepared to address both acute and chronic diseases that affect the cardiopulmonary system as well as trauma, sub-acute disease and public health issues ranging from asthma and disaster management to tuberculosis and epidemic or pandemic diseases.

In addition, they learn about mechanical ventilatory support, the therapeutic use of medical gases and administration apparatus, environmental control systems, humidification, aerosols, medication, cardio-pulmonary rehabilitation, advanced cardiopulmonary resuscitation, airway management, pulmonary function testing and hemodynamic monitoring. They also become well-grounded in disaster management and public health education.

Those who successfully complete the program are eligible to take the national board examinations given by the National Board for Respiratory Care (NBRC). The B.S. in Respiratory Care is accredited by the Committee on Accreditation for Respiratory Care (CoARC). It is registered with the New York State Department of Education.

The field of respiratory care is an ideal choice for individuals interested in healthcare who enjoy working with people and who have an aptitude for working with technology. Our program will provide those individuals with the opportunity to develop long and highly satisfying careers. Respiratory care professionals treat patients who exhibit a range of diverse health issues including asthma, pneumonia, emphysema, cystic fibrosis, lung cancer, sleep disorders as well as those who are having respiratory problems related to trauma,

strokes, heart attacks and premature birth.

Respiratory care professionals work in a broad array of health care settings including hospitals, clinics, sub-acute care facilities, physician's offices, as well as in home care, research and educational facilities, and sleep labs. Work schedules are often flexible and starting salaries can range from \$45,000 - \$70,000 annually.

Respiratory therapists can specialize in a number of different areas after they graduate and can choose to advance along a variety of different career paths such as healthcare management, education and research.

According to the United States Department of Labor Bureau of Labor Statistics, the job outlook for respiratory therapists is excellent.

Admission Requirements

Both high school graduates and college transfer students may apply for admission to the Respiratory Care program. The following are required for consideration to become a degree candidate.

- High School students must have a G.P.A. of 3.0 (80%) or higher and over 800 combined on the SAT examinations.
- Transfer students must have a G.P.A. of 2.5 or higher and grades of C+ or higher in all math and science courses.
- Courses in math and science that were taken 9 or more years prior to admission are not acceptable and must be revisited.
- All applicants must pass (75% or higher) a medical terminology examination that is offered three times during the academic year and given by the program

Application

- High School and transfer students must begin the application process through the Office of Admissions.
- LIU students with GPA and math/science grades meeting requirements only require a change of major at any time during their university career.
- Applications to the professional phase course work must be completed not later than June 1st of the year prior to the start of the professional courses.
- LIU students who require second summer session course(s) for Respiratory Care pre-requisite(s) will be placed on a waiting list until the grades are posted.
- Transfer students must have all pre-requisite courses completed by July 6th for admission into the professional Respiratory Care courses each Fall.

Behavioral and Social Attributes

A candidate for Respiratory Care must have sufficient emotional health to fully use his or her intellectual ability, to exercise good judgment, to complete all responsibilities, and to attend to the diagnosis and care of patients. A candidate must be able to develop mature, sensitive and effective relationships with patients and colleagues. A candidate must be able to tolerate physical and

emotional stress and continue to function effectively. A candidate must possess qualities of adaptability, flexibility and be able to function in the face of uncertainty. He/she must have a high level of compassion for others, motivation to serve, integrity and a consciousness of social values. A candidate must possess sufficient interpersonal skills to interact positively with people from all levels of society, all ethnic backgrounds and all belief systems.

Pre-requisite courses required for both LIU students and transfer students with either an associate's or bachelor's degree:

Course	LIU Nomenclature	Lab Required (Y/N)	Credits
Microbiology	BIO 101	Yes	4
Human Anatomy & Physiology I	BIO 131 (Human Anatomy)	Yes	4
Human Anatomy & Physiology II	BIO 132 (Human Physiology)	No (Note: transfer student may have a laboratory component)	3 (LIU)
Chemistry	CHE 3X	Yes	4
Physics	PHY 20 or 27	Yes	4
Algebra	MTH 15 or 16	N/A	3
Statistics	HTH 100 or PSY 150	N/A	3

Note: Transfer students must have a minimum total of 7 credits for Anatomy & Physiology I & II.

Advanced Standing

Advanced standing and/ or life experience credit may be offered to US or Canadian licensed respiratory therapists. Respiratory care professionals with an associate's degree in respiratory care seeking a baccalaureate degree will be afforded the opportunity to challenge courses. These candidates will be required to complete academic residency requirements of a minimum 32 credits at the Brooklyn Campus and at least 15 credits in the Respiratory Care higher (200 or 300 level) courses.

Academic Standards

Grades below a C+ are not acceptable in prerequisite science (Anatomy & Physiology, Microbiology, Chemistry and Physics) and mathematics courses (College Algebra and Statistics); neither are such grades acceptable in professional phase courses. A grade-point average of 2.5 is required for acceptance into the professional phase of the program. Once admitted to the professional phase, students must maintain at least a C+ in all courses and a grade point average of at least 2.75 each semester. Respiratory

care courses must be taken in the required sequence.

Credentialing Examinations

All students who successfully complete all pre-professional and professional courses and have fulfilled all baccalaureate degree requirements are eligible for both the entry-level certification (Certified Respiratory Therapist) and the advanced registry credentialing examinations (Written Registry and Clinical Simulation examinations) as set forth by the National Board for Respiratory Care (NBRC). Qualified students will be permitted to take the Entry Level CRT Examination 30 days prior to graduation. The NBRC (CRT) entry-level examination is recognized by all states that require licensing of respiratory care professionals. Note that a state licensing board may deny a license to practice Respiratory Care based upon a criminal background check. (See Criminal Background Checks and Drug Testing section.)

B.S. in Respiratory Care

Respiratory Care B.S.

Core Requirements

Conolly College of Liberal Arts and Science Skills/Proficiency Requirements
 Completion of the skills/proficiency courses listed in the undergraduate bulletin depends solely on placement examination.

The Skills Proficiency Courses are:

DSM 01, DSM 09, ENG 13 or 13X, ENG 14 or 14X

DSM	01	Developmental Skills Mathematics 01	0.00
DSM	09	Developmental Skills Mathematics 09	0.00
ENG	13	English Composition	3.00
ENG	14	English Composition	3.00

Core Curriculum Requirements for Students in the School of Health Professions

English Composition Core Requirement

ENG	16	English Composition	3.00
ENG	16X	English Composition for Nonnative Speakers	3.00

Core Seminar Requirement

COS	50	Idea Of The Human	3.00
-----	----	-------------------	------

Speech Core Requirement

SPE	3	Oral Communication	3.00
-----	---	--------------------	------

English Literature Core Requirement

ENG	61	European Literatures I	3.00
ENG	62	European Literatures II	3.00
ENG	63	American Literatures	3.00
ENG	64	Non-Western Literatures	3.00

HEG	21	Literature of the Human Imagination	3.00
-----	----	-------------------------------------	------

HEG	22	English Literature of the Human Imagination	3.00
-----	----	---	------

Philosophy Core Requirement

PHI	61	Philosophical Explorations I	3.00
-----	----	------------------------------	------

PHI	62	Philosophical Explorations II	3.00
-----	----	-------------------------------	------

History Core Requirement

HIS	1	History of Civilizations to 1500	3.00
-----	---	----------------------------------	------

HIS	2	History of Civilizations Since 1500	3.00
-----	---	-------------------------------------	------

Social Science Core Requirement

HPS	21	University Honors Psychology	3.00
-----	----	------------------------------	------

PSY	3	Introduction to Psychology	3.00
-----	---	----------------------------	------

Social Science Core Requirement

ANT	4	Physical Anthropology	3.00
-----	---	-----------------------	------

ANT	5	Cultural Anthropology	3.00
-----	---	-----------------------	------

ECO	1	Introduction to Economics	3.00
-----	---	---------------------------	------

ECO	2	Introduction to Economics	3.00
-----	---	---------------------------	------

HSS	21	Civilization and Social Institutions	3.00
-----	----	--------------------------------------	------

HSS	22	Civilization and Social Institutions	3.00
-----	----	--------------------------------------	------

POL	11	Power and Politics	3.00
-----	----	--------------------	------

SOC	3	Introduction to Sociology	3.00
-----	---	---------------------------	------

Science Core Requirement

BIO	3	Life: Its Origin, Maintenance and Future	4.00
-----	---	--	------

BIO	4	Life: Its Origin, Maintenance and Future	4.00
-----	---	--	------

Science Core Requirement: C+ or Better Required.

BIO	101	Microbiology	4.00
-----	-----	--------------	------

BIO	131&132	Human Anatomy/ Human Physiology	7.00
-----	---------	---------------------------------	------

Mathematics Core Requirement

MTH	15	Mathematical Tools and Their Use	4.00
-----	----	----------------------------------	------

MTH	16	Finite Mathematics	3.00
-----	----	--------------------	------

Orientation Seminar Core Requirement

OS	1	The University: Discovery and Change	1.00
----	---	--------------------------------------	------

Respiratory Care Major Requirements

Respiratory Care Pre-Professional Science

Requirements (6 courses):

Must Complete All Four (4) Courses Below.

BIO	101	Microbiology	3.00
BIO	131	Human Anatomy	4.00
BIO	132	Human Physiology	3.00
CHM	3X	General Chemistry	4.00

Must Complete One (1) Physics Course Below.

PHY	20	The Physical Universe	4.00
PHY	27	Physics for Pharmacy	4.00
PHY	31	General Physics	4.00

Must Complete One (1) Course From Below.

MTH	100	Introductory Statistics	3.00
PSY	150	Statistics in Psychology	3.00

Respiratory Care Professional Requirements. Respiratory Care Professional Phase Year 3

RC	101	Cardiopulmonary Physiology I	3.00
RC	103	Clinical Application of Acid-Base Balance	2.00
RC	107	Pulmonary Function	2.00
RC	109	Clinical Experience I	2.00
RC	112	Theory and Practice of Respiratory Care I	5.00
RC	200	Cardiopulmonary Pathology	3.00
RC	205	Cardiopulmonary Medical Science	3.00
RC	210	Clinical Experience II	3.00
RC	213	Theory and Practice of Respiratory Care II	5.00
RC	214	Cardiorespiratory Pharmacology	3.00

Respiratory Care Professional Phase Year 4

RC	206	Rehabilitation Techniques in Respiratory Care	3.00
RC	215	Selected Topics in Internal Medicine	3.00
RC	225	Neonatal and Pediatric Respiratory Care	3.00
RC	229	Clinical Experience III	8.00
RC	311	Respiratory Critical Care	3.00
RC	330	Clinical Experience IV	8.00
RC	331	Principles to Practice in Respiratory Care	4.00

Respiratory Care Yrs 1-2

A Minimum of 48 Credits Above 100 (Advanced) is Required.

Respiratory Care Courses

RC 101 Cardiopulmonary Physiology I

A study of the anatomy and physiology of the cardiopulmonary system, specifically, the physiology of the lung, the function and innervation of cardiac muscle, cardiac circulation, cardiac pump, bio-mechanics of breathing, oxygen and carbon dioxide exchange and control of ventilation.

The pre-requisites of BIO 101, 131, 132; CHM 3 or CHM 3X or CHM 4 or CHM 4X; MTH 15 or 16 or 30 or 40; PHY 20 or PHY 27 or PHY 31; are required; or the student must be an active member of the Respiratory Care Professional Student Group.

Credits: 3

Every Fall

RC 103 Clinical Application of Acid-Base Balance

The arterial blood gas is the keystone in the diagnosis and management of the cardio-pulmonary patient. Students will be introduced to the clinical interaction of care with the acid-base status of the patient. The inter-relationships of pH, oxygen, carbon dioxide, glucose, lactate and electrolytes are examined. The effects of the cardiac, pulmonary and renal systems of human oxygenation and acid-base balance make arterial blood gas interpretation essential in the diagnosis and effective management of these patients. Blood-gas instrumentation operation, maintenance, quality control and quality assurance are discussed. Course fee.

The pre-requisites of BIO 101, 131, 132; CHM 3 or CHM 3X or CHM 4 or CHM 4X; MTH 15 or 16 or 30 or 40; PHY 20 or PHY 27 or PHY 31; are required; or the student must be an active member of the Respiratory Care Professional Student Group.

Credits: 2

Every Fall

RC 107 Pulmonary Function

The interpretation of spirometry, diffusion studies and the measurement and interpretation of total lung volumes, using helium dilution, nitrogen washout and body plethysmography is essential in the diagnosis of the cardiopulmonary patient. Effective treatment and pharmacological intervention is monitored and its effectiveness evaluated by pulmonary function studies. Cardiopulmonary exercise testing is introduced.

This course has an additional fee.

The pre-requisites of BIO 101, 131, 132; CHM 3 or CHM 3X or CHM 4 or CHM 4X; MTH 15 or 16 or 30 or 40; PHY 20 or PHY 27 or PHY 31; are required; or the student must be an active member of the Respiratory Care Professional Student Group.

Credits: 2

Every Fall

RC 109 Clinical Experience I

This course focuses on infection control, HIPPA and other health care regulations, basic patient assessment, patient interviewing and charting skills needed to prepare the student to enter the clinical setting. Students receive a supervised experience in a metropolitan respiratory care department, where they have the opportunity to apply their newly acquired skills in actual patient-care setting. Four lecture or laboratory hours and clinical experience as assigned.

The pre-requisites of BIO 101, 131, 132; CHM 3 or CHM 3X or CHM 4 or CHM 4X; MTH 15 or 16 or 30 or 40; PHY 20 or PHY 27 or PHY 31; are required; or the student must be an active member of the Respiratory Care Professional Student Group.

Credits: 2

Every Fall

RC 112 Theory and Practice of Respiratory Care I

This course is a study of the theory behind the clinical preparation, selection and application of respiratory care equipment and its assembly and use and a look at troubleshooting such equipment. Topics included are medical gases, medical gas therapy, aerosol and humidity therapy and non-invasive monitoring.

The pre-requisites of BIO 101, 131, 132; CHM 3 or CHM 3X or CHM 4 or CHM 4X; MTH 15 or 16 or 30 or 40; PHY 20 or PHY 27 or PHY 31; are required; or the student must be an active member of the Respiratory Care Professional Student Group.

Credits: 5

Every Fall

RC 141 Evaluation and Management of Emergencies

A course designed for students of the health professions that will cover the evaluation and management of life threatening emergencies. Students also will develop a strong foundation in current medical terminology. Students perform basic life support and cardiopulmonary resuscitation (CPR) under the guidance and supervision of a certified instructor. Students may earn certification in AHA BCLS.

The pre-requisites of BIO 101, 131, 132; CHM 3 or CHM 3X or CHM 4 or CHM 4X; MTH 15 or 16 or 30 or 40; PHY 20 or PHY 27 or PHY 31; are required; or the student must be an active member of the Respiratory Care Professional Student Group.

Credits: 2

On Occasion

RC 200 Cardiopulmonary Pathology

This is the study of pathophysiology as compared to the normal physiology of the cardiopulmonary system. Special emphasis is placed on respiratory function in obstructive airway diseases, Cancer, TB,

interstitial lung diseases, and neuromuscular respiratory failure. Case studies, pulmonary function evaluation, radiologic evaluation and lung scans are used to elucidate the pathophysiology.

The pre-requisite of RC 101, 103, 107, 109, 112 are required or the student must be an active member of the Respiratory Care Professional Student Group.

Credits: 3

Every Fall

RC 205 Cardiopulmonary Medical Science

In this course, lecture and laboratory are a study of advanced cardiopulmonary monitoring and support such as 12-lead EKGs, cardiac disease, stroke and management of trauma. Students learn the assessment and treatment of trauma victims of near drowning, burns, smoke inhalation, chemical and biological terrorism. Special emphasis is placed on chest trauma e.g. motor vehicle accident, penetration injuries and blast lung injuries.

The pre-requisites of BIO 132 and RC 101 are required or the student must be an active member of the Respiratory Care Professional Student Group.

Credits: 3

Every Spring

RC 206 Rehabilitation Techniques in Respiratory Care

This course is the study of the assessment and development of therapeutic plans of patients with chronic pulmonary and cardiovascular diseases. Topics also include sleep studies, wellness and smoking cessation.

The pre-requisites of RC 101, 107, 200 and 210 are required or the student must be an active member of the Respiratory Care Professional Student Group.

Credits: 3

Every Fall

RC 210 Clinical Experience II

This is a course in which both classroom/laboratory and field experience in metropolitan respiratory care departments are combined to provide the student with the clinical knowledge and skills. In the classroom/laboratory, students learn about airway management negative and positive pressure ventilation, patient/ventilator assessment, ventilator troubleshooting, and determining the effectiveness of the patient's respiratory care. In respiratory care clinical assignments, students learn to apply ventilator concepts in actual patient-care settings at clinically affiliated sites.

The pre-requisites of RC 109 and 112 are required or the student must be an active member of the Respiratory Care Professional Student Group.

Credits: 3

Every Spring

RC 213 Theory and Practice of Respiratory Care II

The theory and practice of artificial airway management, positive pressure volume expansion

therapies, mechanism ventilators, and interpretation of ventilator waveforms are discussed. Integration of oxygen and specialty gases mixtures and pharmacology is covered. Students assemble, use and troubleshoot equipment used in such therapies.

The pre-requisites of RC 109 and 112 are required or the student must be an active member of the Respiratory Care Professional Student Group.

Credits: 5

Every Spring

RC 214 Cardiorespiratory Pharmacology

This is a study of the use of medicines for the treatment of cardiovascular and respiratory tract diseases. Discussions of particular interest are drugs that affect the central nervous system and sympathetic and parasympathetic nervous systems. Also discussed are pharmacological support for cardiovascular, respiratory and renal dysfunction/disease and moderate sedation anesthesia. For each drug, students learn the indications, contraindications, adverse reactions, doses, mechanism of action and routes of administration.

Credits: 3

Every Spring

RC 215 Selected Topics in Internal Medicine

This course addresses the respiratory care assessment and therapeutic intervention of chronic obstructive airways diseases, infectious diseases, neurology and other related areas. Emphases are placed on careful assessment of physical signs and symptoms, effective interventions and follow up care.

The pre-requisites of RC 200, 205, 210, 213 and 214; and MAT 100 or PSY 150, are required or the student must be an active member of the Respiratory Care Professional Student Group.

Credits: 3

Every Fall

RC 225 Neonatal and Pediatric Respiratory Care

The cardiopulmonary system of the fetus, newborn and child and of the physiology, pathology, diagnosis and treatment of the neonatal and pediatric patient are discussed. Also addressed are the adaptation of therapeutic strategies for each developmental stage and the concept of family-centered care. Emphasizes the physiologic rationale underlying the therapeutic application of respiratory care modalities.

The pre-requisites of RC 205, 210 and 213; and MAT 100 or PSY 150, are required or the student must be an active member of the Respiratory Care Professional Student Group.

Credits: 3

Every Fall

RC 229 Clinical Experience III

In this course, students receive instruction on advanced methods of mechanical ventilation. Students rotate through critical care, adult acute care, neonatal, pediatric, and surgical care units in

the New York City region.

The pre-requisites of RC 200, 210, 213 and 214; and MAT 100 or PSY 150, are required or the student must be an active member of the Respiratory Care Professional Student Group.

Credits: 8

Every Fall

RC 301 Independent Study

The student will be challenged to thoroughly investigate an aspect of Evidenced-Based Medicine as it pertains to respiratory care.

Credits: 3

On Demand

RC 311 Respiratory Critical Care

This is a study of advanced cardiopulmonary monitoring and management of critically ill adult and pediatric patients. Examples of therapies covered are ECMO, high frequency ventilation, high frequency oscillation, liquid ventilation, nitric oxide therapy and the aspects of ARDS management. Also discussed are liberation from mechanical ventilation and extubation/de-cannulation.

The pre-requisites of RC 206, 215, 225 and 229; and MAT 100 or PSY 150, are required; or the student must be an active member of the Respiratory Care Professional Student Group.

Credits: 3

Every Spring

RC 312 Medical Ethics/Admin

This course investigates the current issues in medical ethics and law. Students are challenged by actual cases to develop ethical standards and defend their positions. The operational aspects of hospitals/departmental management and operations are studied. Healthcare regulations, financing and operational budget management are components. Additional work will investigate human resources in recruitment/retention, competency, motivation and discipline.

Credits: 2

On Occasion

RC 330 Clinical Experience IV

The student will rotate through advanced clinical specialties such as neonatal critical care, cancer critical care, etc. in a 15-week course that has 2 hours of laboratory, 2 hours of lecture and 24 hours of clinical work per week. Students will have the opportunity to earn the Advanced Cardiac Life Support (ACLS) certification.

The pre-requisite of RC 229, and MAT 100 or PSY 150 are required; or the student must be an active member of the Respiratory Care Professional Student Group.

Credits: 8

Every Spring

RC 331 Principles to Practice in Respiratory Care

This course fulfills the writing intensive graduation requirement. In this course the student is challenged to develop a comprehensive care plan

with its clinical interdisciplinary, administrative, educational, and evidenced-based medicine aspects. The integration of clinical priorities, administrative exigencies must provide the patient and the healthcare system with an optimal outcome. To this endpoint, students will be required to construct interdisciplinary care plans, clinical simulations and training.

The pre-requisites of RC 213 and 229; and MAT 100 or PSY 150, are required; or the student must be an active member of the Respiratory Care Professional Student Group.

Credits: 4

Every Spring

DEPARTMENT OF SOCIAL WORK

Associate Professors: Samuel C. Jones, D.S.W.; Susanna Jones, Ph.D. M.S.W.; Jessica Rosenberg, Ph.D.

Assistant Professors: Donna Wang (Chair), Ph.D., M.S.W.; Amandia Speakes-Lewis, Ph.D.; Matthew Corrigan, Ph.D., M.S.W.

Field Education: Iris Mule, M.S.W.; Renie Rondon-Jackson, M.S.W.; Sabrina Brown, M.S.W.

Adjunct Faculty: 32

The Bachelor of Arts in Social Work program at the Brooklyn Campus seeks to provide students with a foundation for entry-level generalist social work practice. The program builds on the liberal arts foundation and seeks to ground students in a bio-psycho-social approach to human behavior and of group/community dynamics. Our purpose is to provide students with the knowledge and skills for effective generalist intervention at individual, group, organizational, and community levels as well as with diverse client populations.

The program's vision of generalist practice is rooted in a structural approach and an ethnically-sensitive perspective. The structuralist approach means the generalist practitioner must be able to connect individual client problems to larger social, political and economic issues. The ethnically-sensitive approach, often referred to as cultural competence, is a critical component of the curriculum, particularly important because of the diverse makeup of the residents of Brooklyn. Students must be able to relate to clients from all types of backgrounds in an understanding and sensitive manner.

Social Work Program Mission

The mission of the Bachelor of Arts in Social Work program is to guide a diverse student body on a path of critical inquiry with a goal of building competent, compassionate and committed generalist practitioners. The program, grounded in the professions knowledge, skills, and values, teaches students to become civically engaged by developing a nurturing learning community, both in the classroom and field. The program challenges students to work toward a just, equitable, caring society free from oppression and discrimination.

The mission of the program is consistent with the University's historic mission of preparing students "to achieve the satisfaction of the educated life and to serve the public good." The program is committed to preparing graduates for entry-level generalist social work practice and for advanced study in social work, while simultaneously addressing the needs of the urban social service agencies, particularly in Brooklyn and the surrounding area.

Social Work Program Goals

Goal 1: To prepare students with the foundation social work knowledge, skills, and core values necessary for generalist practice with diverse populations, across different settings, and with

clients systems on micro, mezzo, and macro levels.

Goal 2: To advance social work values and ethics emphasizing a commitment to social change, promoting social justice, and diversity while incorporating a global perspective.

Goal 3: To educate students for practice with diverse populations to promote well being and enhance the functioning of urban populations, with special attention to age, economic status, race, ethnicity, culture, family structure, gender identity, sex, sexual orientation, disability, health, mental health, national origin, citizenship status, religion, and spirituality.

Goal 4: To work closely and collaboratively with community resources to achieve mutually beneficial goals.

Goal 5: To prepare students for graduate social work education.

Admissions Requirements

- For admission to the baccalaureate program in social work, students should apply for formal admission during their sophomore year.
- Incoming students must have a grade-point average of 2.5 and must have completed Social Work 101 (Introduction to Social Work) with a grade of B or better.
- Transfer students must obtain advisement from the Social Work program at the time of admission to Long Island University's Brooklyn Campus.

B.A. in Social Work

A Minimum of 48 Credits Above 100 (Advanced) is Required.

Social Work B.A. Plan Requirements. Must Complete All 14 Courses Listed Below.

SWK	101	Introduction to Human Services and Social Work	3.00
SWK	114	Social Welfare Institutions	3.00
SWK	115	Social Welfare and Public Policy	3.00
SWK	116	Human Diversity	3.00
SWK	121	Social Work Research	3.00
SWK	123	Human Behavior in the Social Environment I	3.00
SWK	124	Human Behavior in the Social Environment II	3.00
SWK	130	Writing for the Social Work Profession	3.00
SWK	170	Social Work Practice I	3.00
SWK	171	Social Work Practice II	3.00
SWK	180	Social Work Fieldwork I	4.00
SWK	181	Social Work Fieldwork II	4.00
SWK	182	Fieldwork Seminar I	3.00

SWK	183	Fieldwork Seminar II	3.00
-----	-----	----------------------	------

Social Work Social Science Elective Requirement:

To satisfy this requirement, the student must complete three courses numbered 100 or above from any of the following disciplines:

- History
- Political Science
- Psychology
- Sociology
- Anthropology
- Economics

Social Work B.A. Core Requirements Conolly College of Liberal Arts and Science Skills/Proficiency Requirements Completion of the skills/proficiency courses listed in the undergraduate bulletin depends solely on placement examination.

The Skills Proficiency Courses are:

DSM 01, DSM 09, ENG 13 or 13X, ENG 14 or 14X

DSM	01	Developmental Skills Mathematics 01	0.00
DSM	09	Developmental Skills Mathematics 09	0.00
ENG	13	English Composition	3.00
ENG	14	English Composition	3.00

Social Work B.A. Core Curriculum Requirements

English Composition Core Requirement

ENG	16	English Composition	3.00
-----	----	---------------------	------

Core Seminar Requirement

COS	50	Idea Of The Human	3.00
-----	----	-------------------	------

Speech Core Requirement

SPE	3	Oral Communication	3.00
-----	---	--------------------	------

English Literature Core Requirement

ENG	61	European Literatures I	3.00
ENG	62	European Literatures II	3.00
ENG	63	American Literatures	3.00
ENG	64	Non-Western Literatures	3.00

Philosophy Core Requirement

PHI	61	Philosophical Explorations I	3.00
PHI	62	Philosophical Explorations II	3.00

History Core Requirement

HIS	1	History of Civilizations to 1500	3.00
HIS	2	History of Civilizations Since 1500	3.00

Social Science Core Requirement

ANT	5	Cultural Anthropology	3.00
ECO	1	Introduction to Economics	3.00
ECO	2	Introduction to Economics	3.00
POL	11	Power and Politics	3.00
PSY	3	Introduction to Psychology	3.00
SOC	3	Introduction to Sociology	3.00

**Communication, Visual and Performing Arts
Core Requirement**

ART	61	Introduction to Visual Art	3.00
DNC	61	Dance Through Time	3.00
MUS	61	Music and Culture	3.00
THE	61	The Theatrical Vision	3.00

**Students in the Psychology Plan May Choose
One of the Following Options to Complete
Their Science Core Requirement.**

BIO	3	Life: Its Origin, Maintenance and Future	4.00
BIO	4	Life: Its Origin, Maintenance and Future	4.00

Science Core Requirement

BIO	22	Biology and Modern Technology	3.00
CHM	21	Chemistry and Modern Technology	3.00
PHY	20	The Physical Universe	4.00

Science Core Requirement

BIO	3	Life: Its Origin, Maintenance and Future	4.00
PHY	20	The Physical Universe	4.00

Mathematics Core Requirement

MTH	15	Mathematical Tools and Their Use	4.00
MTH	16	Finite Mathematics	3.00

Orientation Seminar Core Requirement

OS	1	The University: Discovery and Change	1.00
----	---	---	------

**Foreign Language Core Curriculum
Requirements**

**Must complete 6 credits in one of the
foreign language disciplines listed below.**

Foreign Language Core Spanish

SPA	11	Introductory Spanish I	3.00
SPA	12	Introductory Spanish II	3.00

Foreign Language Core French

FRE	11	Introductory French I	3.00
FRE	12	Introductory French II	3.00

Foreign Language Core Italian

ITL	11	Introductory Italian I	3.00
ITL	12	Introductory Italian II	3.00
Foreign Language Core Non-Equivalent Transfer			
Foreign Language Core Honors Spanish			
HLS	21	Honors Spanish	3.00
HLS	22	Honors Spanish	3.00
Foreign Language Core Honors French			
HLF	21	Honors French	3.00
HLF	22	Honors French	3.00

Social Work Courses

SWK 99 Com Grd Servc Learnng

The Common Ground Service Learning experience is open to all Long Island University Brooklyn Campus students who wish to perform community service. Some professors assign it as part of a class requirement. However, if you wish to perform community service independently, you can!

Credits: 0

Every Fall and Spring

SWK 101 Introduction to Human Services and Social Work

An examination of contemporary practice in human services and social work, focusing on the nature of social service work, career opportunities, intervention techniques, and controversial issues involving values and approaches. Professionals currently involved in social work and practice are invited as guest speakers.

Pre-requisites of SOC 3, PHI 61 and PSY 3 are required.

Credits: 3

All Sessions

SWK 102 Field Experience

Students perform a minimum of 72 hours of a mini-practicum in approved social placements as an initial introduction to practice in the field. Students integrate classroom knowledge with field experience in a seminar. Students learn about agency function and structure, assessment and interviewing techniques, and approaches to problem solving.

Pre-requisite of SWK 101 is required.

Credits: 3

On Occasion

SWK 114 Social Welfare Institutions

An introduction to the major social welfare institutions and programs. The historical development of Western social welfare responses is analyzed within the context of the creation of capitalist market economies and industrialization from the fourteenth century to the present. Special attention is devoted to the history of social welfare in the United States. Current social welfare programs addressed to the poor are presented and critically discussed.

Pre-requisite of SWK 101 is required.

Credits: 3

Every Fall

SWK 115 Social Welfare and Public Policy

Students discuss, analyze and debate recent trends in social welfare policies and programs in the United States and Europe. Such trends are connected to the economic impact of the global economy and technological changes affecting the workplace; therefore possibilities for the future are discussed. The course also focuses on controversial issues of public policy, such as welfare reform, abortion, euthanasia and affirmative action.

Pre-requisite of SWK 114 is required.

Credits: 3

All Sessions

SWK 116 Human Diversity

This course aims to prepare students (baccalaureate Social Work students in particular) to gain a better understanding of, and to develop the tools needed to work with diverse populations by broadening their appreciation of human diversity. To this end, the course draws from a range of disciplines to help students further understand the strengths perspective, the person in their environment concept, and the social construction and impact of race, ethnicity, sexual orientation, class, and disabilities in particular, in the United States.

Pre-requisite of ANT 5 is required.

Credits: 3

All Sessions

SWK 121 Social Work Research

An introduction to the basic language, methods and skills of social science research for the introductory social work practice. Addressed are problem formulation, literature review, definition of variables, sampling, data collection, data analysis, and report writing. The ethical conduct of research is taught within the context of social work purposes and values.

Pre-requisite of MTH 15 or MTH 16 is required.

Credits: 3

Every Fall

SWK 122 Gerontological Social Work

Issues concerning the continuing increase in an aging population. Students study the normal changes associated with aging and effective means of communicating with older persons. Students become aware of how personal feelings, attitudes, and values influence the social worker's role in working with older clients. Types and prevalence of mental disorders of the elderly; key assessment methods; health, financial and ethical issues; community and Internet resources serving the elderly.

Credits: 3

On Demand

SWK 123 Human Behavior in the Social Environment I

A perspective on the human developmental life cycle and factors affecting human behavior. The interaction of heredity and environment in development and behavior is examined within a life-cycle perspective. Psychological, sociocultural and political economic theories are used to understand behavior at the individual, family, group organizational, community and societal levels.

Pre-requisites of SWK 101 and BIO 22 are required.

Credits: 3

Every Semester

SWK 124 Human Behavior in the Social Environment II

A continuation of an introduction to the fundamentals of human behavior in various social settings and systems. Using various theories, research data and organizing principles, the course draws a large scale survey map of human behavior, placing emphasis on helping the social work practitioner understand how people negotiate developmental tasks throughout the life cycle and how social stressors influence that process. To that end, macro systems are explored and theories, such as social systems theories in particular, are examined.

Pre-requisite of SWK 123 is required.

Credits: 3

Every Spring

SWK 128 SWK & CRIMINAL JUSTICE

This course will examine the impact of the criminal justice system (focusing primarily on incarceration) on children, families, and communities, as well as the various roles that social workers do and can play at the level of direct service, advocacy/ community organizing, and policy. On any given day in the United States over 2 million people are incarcerated, resulting in over 2.4 million children living with the daily reality of having a parent behind bars. How does this affect a child? A family? A community? In New York State, most prisoners come from 7 neighborhoods in New York City—what does this mean for these 7 neighborhoods? What does this say about criminal justice policies? Students will learn about the dynamics and history of incarceration in the U.S., will hear from guest speakers who have direct personal experience with the criminal justice system, and will have opportunities to take field trips to programs serving families of the incarcerated, to visit Rikers Island, a women's and/or men's prison, and to participate in advocacy efforts (including a lobby day in Albany). Class topics will also be connected to current events and criminal justice references in popular culture.

Credits: 3

On Demand

SWK 130 Writing for the Social Work Profession

Social Work is a profession that demands the ability to compose accurate, detail-oriented narrative reports using terminology specific to the field. The process of gathering and documenting clinical information, integrating, synthesizing and sequencing data into areas of concern and expertise will enable students to think like social workers and communicate professionally with others in the field. Students will learn techniques for capturing and recording valuable data; transferring subjective impressions, "talk", and non-verbal behaviors into a comprehensive clinical assessment of the client. Students will learn to write a psychosocial assessment, conduct an intake, create a service plan, case summary, professional referral, and chart note, and perform a benefits analysis. Actual forms and formats will be used. Students will also learn the art of outlining and will create a letter of

introduction, cover letter and professional resume.

Credits: 3

Every Spring

SWK 131 Contemporary Challenges in Community Mental Health

This elective examines the policy and practice challenges of providing community mental health services to the seriously mentally ill. Designed as an upper level course in the social work sequence, the course will cover de-institutionalization, the consumer movement, best practices, and the recovery movement. Topics will include an overview of major mental illness, working with the homeless mentally ill, mental illness and incarceration, and community mental health services to the military. Ethical dilemmas about the tensions between self-determination and mandated treatment will be explored.

Credits: 3

On Demand

SWK 170 Social Work Practice I

Critical evaluation of the value base of the social work profession and basic practice concepts. A generic base for social work practice, including knowledge about intervention at the individual, group and community levels, is laid out. Intervention techniques through analysis of case materials, role play and the use of practice-related videos are learned. Major ethical issues in practice are discussed. Emphasis is placed on micro and mezzo social work practice.

Pre-requisite of SWK 101 is required.

Credits: 3

Every Fall, Spring and Summer

SWK 171 Social Work Practice II

An overview of the theories and methodologies of social work assessment and intervention at the individual, family, group and community levels in diverse settings. An introduction is offered to the functions of recordkeeping, evaluation and administration and to the needs of particular subgroups of clients (e.g., families, teenagers and the elderly) and the types of intervention most effective with each group. The use of role play is enhanced through audiovisual recordings, allowing students to assess their own performances.

Pre-requisites of SWK 123 and 170 are required.

Credits: 3

Every Spring and Summer

SWK 180 Social Work Fieldwork I

During their senior year, students complete an intensive field internship (a minimum of 400 hours) at approved social service programs with professional social work supervision. Students apply the theories and knowledge learned in the classroom to develop and strengthen their social work skills in practice. An integral part of the experience is ongoing faculty advisement on the individual and group levels.

The pre-requisites of SWK 123, SWK 170 and SWK 171 are required.

Credits: 4

Every Fall

SWK 181 Social Work Fieldwork II

During their senior year, students complete an intensive field internship (a minimum of 400 hours) at approved social service programs with professional social work supervision. Students apply the theories and knowledge learned in the classroom to develop and strengthen their social work skills in practice. An integral part of the experience is ongoing faculty advisement on the individual and group levels.

The pre-requisite of SWK 180 is required.

Credits: 4

Every Spring

SWK 182 Fieldwork Seminar I

Concurrent with senior-year field placement, students participate in a seminar to assist in integrating the experiential component with their theoretical knowledge. Students are also made aware of the implications of field experiences for policy, research, and ethical and value issues.

The pre-requisites of SWK 123, SWK 170 and SWK 171 are required.

The co-requisites of SWK 180 is required.

Credits: 3

Every Fall

SWK 183 Fieldwork Seminar II

Concurrent with senior-year field placement, students participate in a seminar to assist in integrating the experiential component with their theoretical knowledge. Students are also made aware of the implications of field experiences for policy, research, and ethical and value issues.

The pre-requisite of SWK 182 is required.

Credits: 3

Every Spring

SWK 195 Honors Study

Honors Study is a course in which students will connect theory to practice on a level that demonstrates their full fund of social work knowledge and skills as they attempt to explore a social work related issue. To this end, the student may choose to focus on an approved topic or social problem by starting from a theoretical position and work towards practice issues or visa-versa. The process and transition from theory to practice or practice to theory must be supported by evidence. The evidence may come from the existing fund of knowledge or may be the result of their own discovery and research. Students will be encouraged to generate new knowledge, choose appropriate practice skills and tools and develop effective interventions.

Credits: 3

On Demand

SWK 196 Honors Study

Honors Study is a course in which students will connect theory to practice on a level that demonstrates their full fund of social work knowledge and skills as they attempt to explore a social work related issue. To this end, the student may choose to focus on an approved topic or social problem by starting from a theoretical position and work towards practice issues or visa-versa. The process and transition from theory to practice or practice to theory must be supported by evidence. The evidence may come from the existing fund of knowledge or may be the result of their own discovery and research. Students will be encouraged to generate new knowledge, choose appropriate practice skills and tools and develop effective interventions.

Credits: 3

On Demand

SWK 197 Independent Study

Students are able to work intensely with faculty on a topic of interest.

Credits: 3

On Demand

SWK 198 Independent Study

Students are able to work intensely with faculty on a topic of interest.

Credits: 3

On Demand

SWK 203 Special Topics

Special Topics

Credits: 1

On Demand

SCHOOL OF NURSING

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

Flexible undergraduate tracks are offered for students in the generic program. The Part-time/Evening track is specially designed for those students who work during the day.

The 15-month accelerated track is offered to those students who hold a baccalaureate degree in another discipline.

An accelerated RN-BS/MS degree program (Bachelor of Science/Master of Science) is offered in both the nurse practitioner and nurse executive tracks. The School of Nursing admits students on a “rolling” basis and most courses are offered each semester.

The undergraduate program is fully accredited by the Commission on Collegiate Nursing Education (C.C.N.E.) and all of its programs are registered with the New York State Education Department. Graduates of the B.S./M.S.Nursing/Adult Nurse Practitioner Program are eligible for New York State certification as an adult nurse practitioner.

For information, please contact the School of Nursing at 718-488-1059, fax 718-780-4019, email us at letitia.galdamez@liu.edu, or visit the website at www.liu.edu/brooklyn/son.

Dr. Hazel Sanderson Marcoux

Acting Dean

hsanders@liu.edu

Ms. Latrice Solomon

Administrative Assistant to the Dean

latrice.solomon@liu.edu

Professor Susanne Flower

Associate Dean for Graduate Programs

susanne.flower@liu.edu

Ms. Corinne Reilly

Administrative Assistant to Graduate Programs

corinne.reilly@liu.edu

Ms. Letitia Galdamez

Director of Academic Advisement for Undergraduate Program

letitia.galdamez@liu.edu

School of Nursing

Professors: Emeriti Siegel, Michelsen, Vanderveer, L'Eplattenier

Associate Professor: Emerita Williams

Professors: Kilts, Levine-Brill

Associate Professors: Acee, Carr, Dropkin, Sanderson-Marcoux (ActingDean), O'Brien, Reynolds, Ma, Marsala-Cervasio, Dobal, Jackson, Ikeme, Sweeny

Assistant Professors: O'Leary, Dubal, D'Antonio, Iacobellis, Okpomeshine, Ankner, Biray, Lall, Brennan, Harrison, Maldonado, Valenti

Adjunct Faculty: 45

B.S. in Nursing

For those just starting to think about a career path as well as those who are interested in career change, the field of nursing offers a broad array of options and a wealth of employment opportunity.

Long Island University's Brooklyn Campus School of Nursing offers a 128-credit Bachelor of Science in Nursing that is fully accredited by the New York State Education Department and the Commission on Collegiate Nursing Education. Students have the opportunity to complete the program in one of following four tracks:

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

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

Upon completion of the program graduates are able to:

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

• Practice and adhere to the ANA Code of Ethics
The program is designed to be completed in four academic years. If a student requires proficiency and skills courses, however, the course of study may be lengthened. All students are expected to complete the courses in the Nursing sequence within two years. A part-time program of study is also available, including a part-time evening and weekend program and these students are expected to complete the nursing sequence in four years.

Admissions Requirements

For acceptance as a nursing major:

- High school students must have an 85 high school average over four years of work or 1000 on the SAT.
- Transfer students must have a 2.75 cumulative grade-point average for all work done at other colleges and a 2.75 cumulative science average.
- Transfer students with less than 24 college credits must meet both transfer and freshman requirements.
- Upon acceptance to the nursing major, freshman (and transfer students whose English and mathematics courses have not been accepted by the University) are required to take a placement exam to assess skills in reading, English and mathematics. Exam results are used to program the student's first courses in the appropriate English and mathematics courses.
- Progression into the professional phase of the program requires that students maintain a minimum grade-point average of 2.5 and earn no less than C in any science course, in addition to satisfying all prerequisite courses and passing the HESI A2 exam with the required minimum combined score of 75 in each area: vocabulary, grammar, and reading comprehension and math sections. In addition, they must have a minimum overall grade-point average of 2.5 and a minimum overall average of 2.5 in science courses.

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

- Health form with all required information such as titers value, PPD, or results of chest X-ray, hepatitis status or declination.
 - Results of drug screening
 - Results of criminal background check
 - Current CPR
 - Evidence/documentation of medical insurance coverage
 - Attended orientation
 - Completed OSHA mandatories
 - Possible fit testing with payment
- The director of academic advisement can provide further information.

Students already enrolled at the Brooklyn Campus who wish to enter the Nursing Program must submit a Request for a Change of Major at

least one semester prior to the semester they wish to enter the program.

Continued enrollment in this program is contingent upon:

- Maintaining at least a 2.5 overall grade-point average.
- Maintaining a minimum nursing grade-point average of 2.5.
- Earning a grade of C+ or better in each nursing course.
- Repeating no more than one nursing course.
- Earning a B or better in any repeated nursing course.
- Completing all co-requisite courses.
- Fulfilling all clinical clearance requirements prior to the beginning of each clinical nursing course.
- Attending a mandatory hospital orientation program each semester.
- Demonstrating competency in drug-dosage calculation during specified semesters.
- Demonstrating competency in the clinical laboratory courses.
- Passing both lecture and clinical portions of courses with a laboratory section.

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

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

Grades of C or better are required for all transfer credits. All advanced standing credit is provisional until the student has completed a minimum of 32 credits with a grade-point average of at least 2.75. All students taking a Nursing course with a clinical/laboratory component are required to have health insurance and to have satisfactory yearly physical examination reports. The completed health form and the Health Clearance

Certificate must be submitted to the Laboratory Resource Director in the School of Nursing by Aug. 1 for the Fall semester and by Dec. 1 for the Spring semester. It is the responsibility of students to obtain specific laboratory tests at their own expense. Students are strongly advised to be vaccinated against hepatitis B. Failure to submit the aforementioned reports within the specific time limit automatically denies admittance of students to Nursing courses with clinical components.

In compliance with the U.S. Public Health Service requirements, it is recommended that pregnant students not enroll in the Microbiology or Human Anatomy courses or engage in clinical practice where there are clients with infectious diseases unless first receiving written permission from their health care providers.

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

A laboratory fee and testing is charged for nursing courses with a clinical component.

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

Students must fulfill all nonacademic requirements (tuition, fees, library obligations, etc.).

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

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

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

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

Admissions Requirements

To be admitted to this program, a candidate must:

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

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

Registered nurses who are graduates of hospital-based (diploma) or foreign schools of nursing may be admitted to the R.N.-B.S. Connection Program. Upon completion of the

NLN Mobility Profile II examinations, they may receive up to 31 credits for previously completed work. Graduates from hospital based or foreign schools of nursing must also take the University's placement examinations in mathematics and English. Graduates from foreign schools of nursing who successfully completed the CGFNS (Commission on Graduates of Foreign Schools of Nursing) examinations will be awarded 31 nursing credits for previous work completed.

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

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

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

Program of Study for Nurses with an Associate Degree in Nursing

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

School of Nursing Requirements

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

B.S. in Nursing

A Minimum of 48 Credits Above 100

(Advanced) is Required

Conolly College of Liberal Arts and Science Skills/Proficiency Requirements Completion of the skills/proficiency courses listed in the undergraduate bulletin depends solely on placement examination.

**The Skills Proficiency Courses are:
DSM 01, DSM 09, ENG 13 or 13X, ENG 14 or 14X**

DSM	01	Developmental Skills Mathematics 01	0.00
DSM	09	Developmental Skills Mathematics 09	0.00
ENG	13	English Composition	3.00
ENG	14	English Composition	3.00

Students are enrolled in either: BS Nursing Generic Track or RN to BS Nursing Track

Nursing Generic Track

Core Curriculum Requirements - Pre-Professional Phase

Orientation Seminar Core Requirement

OS	1	The University: Discovery and Change	1.00
----	---	--------------------------------------	------

English Composition Core Requirement

Select One (1) of the following courses based on placement score:

ENG	16	English Composition	3.00
ENG	16X	English Composition for Nonnative Speakers	3.00

Core Seminar Requirement

COS	50	Idea Of The Human	3.00
-----	----	-------------------	------

English Literature Core Requirement

Choose two (2) of the following four (4) courses are required:

ENG	61	European Literatures I	3.00
ENG	62	European Literatures II	3.00
ENG	63	American Literatures	3.00
ENG	64	Non-Western Literatures	3.00

Speech Core Requirement

SPE	3	Oral Communication	3.00
-----	---	--------------------	------

Philosophy Core Requirement

PHI	61	Philosophical Explorations I	3.00
PHI	62	Philosophical Explorations II	3.00

History Core Requirement

HIS	1	History of Civilizations to 1500	3.00
HIS	2	History of Civilizations Since 1500	3.00

Social Science Core Requirement

HPS	21	Honors Psychology	3.00
PSY	3	Introduction to Psychology	3.00

To fulfill this requirement choose One (1) of the following:

ANT	4	Physical Anthropology	3.00
ANT	5	Cultural Anthropology	3.00
HSS	21	Civilization and Social Institutions	3.00
HSS	22	Civilization and Social Institutions	3.00
SOC	3	Introduction to Sociology	3.00

HPS 21, HSS 21 and HSS 22 are available only

for approved Honor students.

Mathematics Core Requirement

MTH 16 Finite Mathematics 3.00

Nursing Major Requirements

Nursing BS Distribution Requirement

The following courses must be fulfilled:

Nursing Students who have completed both BIO 131 and 132 are not required to take BIO 3 and BIO 4 as per Department and Dean.

BIO 131 Human Anatomy 4.00

BIO 132 Human Physiology 3.00

Nursing BS Ancillary Requirements

BIO 101 Microbiology 3.00

CHM 3X General Chemistry 4.00

CHM 4X Introduction to Organic and Biochemistry 4.00

PSY 107 Developmental Psychology I 3.00

PSY 108 Developmental Psychology II 3.00

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

TAL 250 Developmental Psychology 3.00

Choose one (1) of the following two (2) courses:

MTH 100 Introductory Statistics 3.00

PSY 150 Statistics in Psychology 3.00

Nursing BS Generic Track Major Requirements - Professional Phase

NUR 190 Clinical Nursing I: Nursing Foundations 4.00

NUR 192 Clinical Nursing II: Nursing Care of the Older Adult 5.00

NUR 197 Pathophysiology in Nursing 3.00

NUR 198 Pharmacology in Nursing 3.00

NUR 199 Principles of Medication Administration 1.00

NUR 290 Clinical Nursing III: Gender Specific Nursing 4.50

NUR 292 Clinical Nursing IV: Behavioral Health Nursing 4.50

NUR 293 Research in Nursing 3.00

NUR 295 Health Assessment in Nursing 3.00

NUR 390 Clinical Nursing V: Nursing Care of the Ill Adult I 6.00

NUR 392 Clinical Nursing VI: Nursing Care of Children and Their Families 4.00

NUR 393 End of Life Nursing Care 3.00

NUR 395 Leadership, Management and Contemporary Issues in Nursing 3.00

NUR 490 Clinical Nursing VII: Nursing Care of the Ill Adult II 6.00

NUR 492 Clinical Nursing VIII:Community Centered Nursing 5.00

NUR 494 Transition to Professional Nursing Practice 3.00

or

R.N. to B.S. in Nursing

RN to BS Baccalaureate Completion

Track (For Registered Nurses Only)

Core Curriculum Requirements for

Nursing RN-BS Completion

Associate degrees from accredited Colleges

and/or Universities will satisfy the following:

English Composition Core Requirement

Select One (1) of the following courses based on placement score:

ENG 16 English Composition 3.00

ENG 16X English Composition for Nonnative Speakers 3.00

Core Seminar Requirement

COS 50 Idea Of The Human 3.00

English Literature Core Requirement

Choose two (2) of the following four (4) courses are required:

ENG 61 European Literatures I 3.00

ENG 62 European Literatures II 3.00

ENG 63 American Literatures 3.00

ENG 64 Non-Western Literatures 3.00

Speech Core Requirement

SPE 3 Oral Communication 3.00

Philosophy Core Requirement

PHI 61 Philosophical Explorations I 3.00

PHI 62 Philosophical Explorations II 3.00

History Core Requirement

HIS 1 History of Civilizations to 1500 3.00

HIS 2 History of Civilizations Since 1500 3.00

Social Science Core Requirement

HPS 21 Honors Psychology 3.00

PSY 3 Introduction to Psychology 3.00

To fulfill this requirement choose One (1) of the following:

ANT 4 Physical Anthropology 3.00

ANT 5 Cultural Anthropology 3.00

HSS 21 Civilization and Social Institutions 3.00

HSS 22 Civilization and Social Institutions 3.00

SOC 3 Introduction to Sociology 3.00

HPS 21, HSS 21 and HSS 22 are available only for approved Honor students.

Mathematics Core Requirement

MTH 16 Finite Mathematics 3.00

Nursing Major Requirements

Nursing BS Distribution Requirement

The following courses must be fulfilled:

Nursing Students who have completed both BIO 131 and 132 are not required to take BIO 3 and BIO 4 as per Department and Dean.

BIO 131 Human Anatomy 4.00

BIO 132 Human Physiology 3.00

Nursing BS Ancillary Requirements

BIO 101 Microbiology 3.00

CHM 3X General Chemistry 4.00

PSY 107 Developmental Psychology I 3.00

PSY 108 Developmental Psychology II 3.00

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

TAL 250 Developmental Psychology 3.00

Choose one (1) of the following two (2) courses:

MTH 100 Introductory Statistics 3.00

PSY 150 Statistics in Psychology 3.00

Nursing RN-BS Track Major

Requirements - Professional Phase*

Registered Nurse students from accredited Nursing programs will receive transfer credits for the following Nursing courses:

NUR 190 Clinical Nursing I: Nursing Foundations 4.00

NUR 192 Clinical Nursing II: Nursing Care of the Older Adult 5.00

NUR 290 Clinical Nursing III: Gender Specific Nursing Across the Life Span 4.50

NUR 292 Clinical Nursing IV: Behavioral Health Nursing 4.50

Brooklyn Campus

NUR	390	Clinical Nursing V: Nursing Care of the III Adult I	6.00
NUR	392	Clinical Nursing VI: Nursing Care of Children and their Families	4.00
NUR	490	Clinical Nursing VII: Nursing Care of the III Adult 2	6.00

Nursing RN-BS Baccalaureate Requirements

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

*All RN-BS students must have a minimum of 64 credits in Liberal Arts and 32 credits of Residency to meet graduation requirements.

Accelerated B.S. in Nursing

B.S. in Nursing Accelerated Plan Requirements

Nursing Major Requirements
Previous Bachelor degree in any
concentration

**Baccalaureate degrees from accredited
Colleges and/or Universities will satisfy
the following:**

English Composition Core Requirement
One (1) of the following courses based on
placement score:

ENG	16	English Composition	3.00
-----	----	---------------------	------

ENG	16X	English Composition for Nonnative Speakers	3.00
-----	-----	---	------

Core Seminar Requirement

COS	50	Idea Of The Human	3.00
-----	----	-------------------	------

English Literature Core Requirement

Two (2) of the following four (4) courses are
required:

ENG	61	European Literatures I	3.00
ENG	62	European Literatures II	3.00
ENG	63	American Literatures	3.00
ENG	64	Non-Western Literatures	3.00

Speech Core Requirement

SPE	3	Oral Communication	3.00
-----	---	--------------------	------

Philosophy Core Requirement

PHI	61	Philosophical Explorations I	3.00
PHI	62	Philosophical Explorations II	3.00

History Core Requirement

HIS	1	History of Civilizations to 1500	3.00
HIS	2	History of Civilizations Since 1500	3.00

Mathematics Core Requirement

MTH	16	Finite Mathematics	3.00
-----	----	--------------------	------

Nursing Major Requirements

Nursing BS Distribution Requirement

The following courses must be fulfilled:

Social Science Core Requirement

PSY	3	Introduction to Psychology	3.00
-----	---	-------------------------------	------

One (1) of the following:

ANT	4	Physical Anthropology	3.00
ANT	5	Cultural Anthropology	3.00
SOC	3	Introduction to Sociology	3.00

**Nursing Students who have completed both
BIO 131 and 132 are not required to take BIO 3
and BIO 4 as per Department and Dean.**

BIO	131	Human Anatomy	4.00
BIO	132	Human Physiology	3.00

Nursing BS Ancillary Requirements

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

**Nursing Students may take TAL 250 in lieu of
PSY 107 & PSY 108**

TAL	250	Developmental Psychology	3.00
-----	-----	-----------------------------	------

One (1) of the following two (2) courses:

MTH	100	Introductory Statistics	3.00
PSY	150	Statistics in Psychology	3.00

Nursing BS Major Requirements - Professional Phase

NUR	190	Clinical Nursing I: Nursing Foundations	4.00
NUR	192	Clinical Nursing II: Nursing Care of the Older Adult	5.00
NUR	197	Pathophysiology in Nursing	3.00
NUR	198	Pharmacology in Nursing	3.00
NUR	199	Principles of Medication Administration	1.00
NUR	290	Clinical Nursing III: Gender Specific Nursing	4.50
NUR	292	Clinical Nursing IV: Behavioral Health Nursing	4.50
NUR	293	Research in Nursing	3.00
NUR	295	Health Assessment in Nursing	3.00
NUR	390	Clinical Nursing V: Nursing Care of the III Adult I	6.00
NUR	392	Clinical Nursing VI: Nursing Care of Children and Their Families	4.00
NUR	393	End of Life Nursing Care	3.00
NUR	395	Leadership, Management and Contemporary Issues in Nursing	3.00
NUR	490	Clinical Nursing VII: Nursing Care of the III Adult II	6.00
NUR	492	Clinical Nursing VIII:Community Centered Nursing	5.00
NUR	494	Transition to Professional Nursing Practice	3.00

B.S./M.S. Accelerated Programs for Adult Nurse Practitioners and Nurse Executives

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

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

48 credits above 100 (Advanced Courses) Required.

Conolly College of Liberal Arts and Science Skills / Proficiency Requirements

Completion of the skills/proficiency courses listed in this Undergraduate Bulletin depends solely on placement examination. The Skills Proficiency Courses are: DMS 01, DMS 09, ENG 13 or 13X, ENG 14 or 14X.

DSM	01	Developmental Skills Mathematics 01	0.00
DSM	09	Developmental Skills Mathematics 09	0.00

ENG	13	English Composition	3.00
ENG	14	English Composition	3.00

Core Curriculum Requirements for Nursing B.S. Degree

English Composition Core Requirement

Select one (1) of the following courses based on placement score:

ENG	16	English Composition	3.00
ENG	16X	English Composition for Nannative Speakers	3.00

Core Seminar Requirement

COS	50	Idea of the Human	3.00
-----	----	-------------------	------

Speech Core Requirement

SPE	3	Oral Communication	3.00
-----	---	--------------------	------

English Literature Core Requirement

Two (2) of the following four (4) courses are required:

ENG	61	European Literature I	3.00
ENG	62	European Literatures II	3.00
ENG	63	American Literatures	3.00
ENG	64	Non-Western Literatures	3.00

Philosophy Core Requirement

PHI	61	Philosophical Explorations I	3.00
PHI	62	Philosophical Explorations II	3.00

History Core Requirement

HIS	1	History of Civilizations to 1500	3.00
-----	---	----------------------------------	------

HIS	2	History of Civilizations Since 1500	3.00
-----	---	-------------------------------------	------

Social Science Core Requirement

To fulfill this requirement choose one (1) of the following: HPS 21 is available only for approved Honor students.

HPS	21	Honors Psychology	3.00
PSY	3	Introduction to Psychology	3.00

Social Science Core Requirement

To fulfill this requirement choose one (1) of the following: HSS 21 and HSS 22 are available only for approved Honor students.

ANT	4	Physical Anthropology	3.00
ANT	5	Cultural Anthropology	3.00
HSS	21	Civilization and Social Institutions	3.00
HSS	22	Civilization and Social Institutions	3.00
SOC	3	Introduction to Sociology	3.00

Science Core Requirement

BIO	3	Life: Its Origin, Maintenance and Future	4.00
BIO	4	Life: Its Origin, Maintenance and Future	4.00

Science Core Requirement: Nursing students who have completed both BIO 131 and BIO 132 need not complete BIO 3 and 4 per Department and Dean. Science requirement has been satisfied.

BIO	131	Human Anatomy	4.00
BIO	132	Human Physiology	3.00

Mathematics Core Requirement

MTH	16	Finite Mathematics	3.00
-----	----	--------------------	------

NURSING MAJOR REQUIREMENTS - 3.0 Major GPA required.

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

NUR	297	Introduction to Baccalaureate Nursing Education	3.00
NUR	299	Health Promotion I: Health Assessment	3.00
NUR	396	Leadership and Management I	3.00
NUR	398	Nursing Research for Evidenced-Based Nursing Practice	3.00
NUR	496	Health Promotion III: Health care needs of Diverse Populations	4.00

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

GRADUATE COURSES - Adult Nurse Practitioner

Graduate Courses Shared by both Nurse Executive and Nurse Practitioner Programs

NUR	610	Nursing Research	3.00
NUR	620	The Theoretical Basis of Advanced Practice Nursing	3.00
NUR	670	Healthcare Issue Policies and Ethics	2.00

Specialty Course Requirements for M.S. Adult Nurse Practitioner

NUR	611	Advanced Medical Physiology	3.00
NUR	612	Pathophysiology for Advanced Practice	3.00
NUR	614	Healthcare Issue Policies and Ethics	2.00
NUR	630	The Advanced Practice Role	2.00
NUR	634	Advanced Physical Assessment	3.00
NUR	644	Pharmacology	4.00
NUR	650	Diagnosis and Management of Illnesses and Physical Conditions of the Adult I	4.00
NUR	654	Preceptored Practicum in Primary Care of the Adult	4.00
NUR	660	Diagnosis and Management of Illnesses and Physical Conditions of the Adult II	4.00
NUR	664	Preceptored Practicum in Primary Care of the Adult II	4.00

B.S./M.S. in Nursing/Executive Program for Nursing and Health Care Management

School of Nursing Bachelor of Science Core Requirements

48 Credits Above 100 (Advanced Courses) Required

Conolly College of Liberal Arts and Science Skills/Proficiency Requirements Completion of the skills/proficiency courses listed in the undergraduate bulletin depends solely on placement examination.

Brooklyn Campus

The Skills Proficiency Courses are:

DSM 01, DSM 09, ENG 13 or 13X, ENG 14 or 14X

DSM 01	Developmental Skills Mathematics 01	0.00
DSM 09	Developmental Skills Mathematics 09	0.00
ENG 13	English Composition	3.00
ENG 14	English Composition	3.00

Core Curriculum Requirements for Nursing BS Degree

English Composition Core Requirement

Select One (1) of the following courses based on placement score:

ENG 16	English Composition	3.00
ENG 16X	English Composition for Nonnative Speakers	3.00

Core Seminar Requirement

COS 50	Idea Of The Human	3.00
--------	-------------------	------

Speech Core Requirement

SPE 3	Oral Communication	3.00
-------	--------------------	------

English Literature Core Requirement

Two (2) of the following Four (4) courses are required:

ENG 61	European Literatures I	3.00
ENG 62	European Literatures II	3.00
ENG 63	American Literatures	3.00
ENG 64	Non-Western Literatures	3.00

Philosophy Core Requirement

PHI 61	Philosophical Explorations I	3.00
PHI 62	Philosophical Explorations II	3.00

History Core Requirement

HIS 1	History of Civilizations to 1500	3.00
HIS 2	History of Civilizations Since 1500	3.00

Social Science Core Requirement

To fulfill this requirement choose One (1) of the following:

HPS 21 is available only for approved Honor students.

HPS 21	Honors Psychology	3.00
PSY 3	Introduction to Psychology	3.00

Social Science Core Requirement

To fulfill this requirement choose One (1) of the following:

HSS 21 and HSS 22 are available only for approved Honor students.

ANT 4	Physical Anthropology	3.00
ANT 5	Cultural Anthropology	3.00
HSS 21	Civilization and Social Institutions	3.00
HSS 22	Civilization and Social Institutions	3.00
SOC 3	Introduction to Sociology	3.00

Science Core Requirement

BIO 3	Life: Its Origin, Maintenance and Future	4.00
BIO 4	Life: Its Origin, Maintenance and Future	4.00

Science Core Requirement

Nursing students who have completed both BIO 131 and 132 need not complete BIO 3 and 4 per Department and Dean. Science requirement has been satisfied.

BIO 131	Human Anatomy	4.00
BIO 132	Human Physiology	3.00

Mathematics Core Requirement

MTH 16	Finite Mathematics	3.00
--------	--------------------	------

Nursing Major Requirements

3.0 Major GPA required.

RN-BS Required Nursing Courses

The following RN-BS nursing courses must be completed before taking graduate nursing courses:

NUR 297	Introduction to Baccalaureate Nursing Education	3.00
NUR 299	Health Promotion I: Health Assessment	3.00
NUR 396	Leadership and Management I	3.00
NUR 398	Nursing Research for Evidenced based Nursing Practice	3.00
NUR 496	Health Promotion III: Health care needs of Diverse Populations	4.00
NUR 497	Health Promotion IV: Community Based Nursing Practice	5.00

Graduate Courses Shared by Both Adult Nurse Practitioner and Nurse Executive Programs

NUR 610	Nursing Research	3.00
NUR 620	The Theoretical Basis of Advanced Practice Nursing	3.00
NUR 670	Health Care Policy, Issues, and Ethics	2.00
NURG BA 512	Specialty Course Requirements Principles of Management and Leadership	3.00
GBA 517	Fundamentals of Management Information Systems	3.00
MAN 722	Human Resources Management	3.00
MPA 613	Foundations of Health Systems Finance	3.00
NUR 688	Organizational Performance	3.00
NUR 674	The Nurse Executive and the Changing Health Care System	3.00
NUR 675	Nursing Finance	3.00

NUR 680	Internship in Nursing and Health Care Management I	5.00
NUR 682	Internship Seminar in Nursing and Health Care Management I	2.00
NUR 684	Intership in Nursing and Health Care Management II	5.00
NUR 686	Internship Seminar in Nursing and Health care Management II	2.00

Nursing Courses

NUR 177 Diabetes in the Community

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

Credits: 3

On Occasion

NUR 178 Nutritional Perspectives for Good Health

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

Credits: 2

On Occasion

NUR 182 AIDS: A Multidimensional Epidemic

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

Credits: 3

On Occasion

NUR 184 Health Needs of Diverse Populations

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

Credits: 3

On Occasion

NUR 186 Addiction: Theories Topics and Treatments

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

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

Credits: 3

On Occasion

NUR 188 Holistic Health: A Journey Toward Wholeness and Wellness

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

Credits: 3

On Occasion

NUR 190 Clinical Nursing I: Nursing Foundations

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

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

The following courses are all required pre-requisites: BIO 3, 4, 101, 131, 132; CHM 3X, 4X; PSY 3; SOC 3 or ANT 4 or ANT 5; MAT 100 or PSY 150; PSY 107 and 108 or TAL 250; Pass the HESI A2 examination.

Credits: 4

Every Fall and Spring

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

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

The following courses are all required pre-

requisites: BIO 3, 4, 101, 131, 132; CHM 3X, 4X; PSY 3; SOC 3 or ANT 4 or ANT 5; MAT 100 or PSY 150; PSY 107 and 108 or TAL 250; Pass the HESI A2 examination.

Credits: 5

Every Fall and Spring

NUR 197 Pathophysiology in Nursing

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

The following courses are all required pre-requisites: BIO 3, 4, 101, 131, 132; CHM 3X, 4X; PSY 3; SOC 3 or ANT 4 or ANT 5; MAT 100 or PSY 150; PSY 107 and 108 or TAL 250; Pass the HESI A2 examination.

Credits: 3

Every Fall and Spring

NUR 198 Pharmacology in Nursing

This course introduces students to the essential principles and concepts of drug therapy. The impact of age, gender, ethnicity, alternative modalities, nutrition and food on drug therapy are discussed. Client teaching as a critical role in drug therapy is emphasized through the use of care plans. A global approach to the nurse's role in medication administration is viewed, from administration in a hospital or clinic setting, to clients in the home, to that of disaster management and bioterrorism.

The following courses are all required pre-requisites: BIO 3, 4, 101, 131, 132; CHM 3X, 4X; PSY 3; SOC 3 or ANT 4 or ANT 5; MAT 100 or PSY 150; PSY 107 and 108 or TAL 250; Pass the HESI A2 examination.

Credits: 3

Every Fall and Spring

NUR 199 Principles of Medication Administration

This course focuses on medication administration to provide the student with essential knowledge and skills which will enable them to develop competencies in the delivery of medications for individuals of all ages. Content includes: interpretation of medication orders, the calculation of safe medication dosages and the preparation and administration of medications in simulated settings.

The following courses are all required pre-requisites: BIO 3, 4, 101, 131, 132; CHM 3X, 4X; PSY 3; SOC 3 or ANT 4 or ANT 5; MAT 100 or PSY 150; PSY 107 and 108 or TAL 250; Pass the HESI A2 examination.

Credits: 1

Every Fall and Spring

NUR 248 Nursing Journeys

The course is in the first semester Junior year provides nursing majors in the professional phase with the nuts and bolts skills, behaviors and

knowledge necessary for clinical nursing thinking and process. It prepares students for the application of concurrent and future nursing courses in the undergraduate nursing curriculum. Weekly content for "Nursing Journeys" includes sessions on learning styles and test taking skills applicable to medication calculation, pharmacological concepts and problem solving and critical thinking in nursing. This course may be taken multiple times.

Credits: 4

On Occasion

NUR 249 Nursing Journeys II

The course is in the second semester Junior year provides nursing majors in the professional phase with further skills, behaviors and knowledge necessary for clinical nursing thinking and process. It prepares students for the application of content and processes learned into current clinical nursing courses. Weekly content for "Nursing Journeys II" includes sessions on test taking strategies, the application of medication administration theory, pharmacological concepts and problem solving and critical thinking in nursing. This course will follow a seminar format. This course may be taken multiple times.

Credits: 3

On Occasion

NUR 290 Clinical Nursing III: Gender Specific Nursing

This course focuses on male and female sexual and reproductive health including nursing care of the pregnant woman and newborn. The SON curriculum threads, a variety of women's reproductive health issues from menarche to menopause and commonly occurring male reproductive health issues will be examined. Clinical experiences which provide students with opportunities to practice are included.

The pre-requisites of NUR 190, 192, 192C, 197, 198 and 199 are required.

Credits: 4.50

Every Fall and Spring

NUR 292 Clinical Nursing IV: Behavioral Health Nursing

This clinical course focuses on promotion, maintenance, and restoration of behavioral health. Emphasis is placed on therapeutic communication and critical thinking and nursing interventions with clients in acute care and outpatient settings. Behavioral Health Nursing includes the SON core concepts, scope and standards of practice, basic mental health concepts, therapeutic relationships, milieu management, models and theories related to individual, group, and family therapy, clinical disorders from a nursing perspective and psychopharmacology. Clinical experiences which provide students with opportunities to practice are included.

The pre-requisites of NUR 190, 192, 192C, 197, 198 and 199 are required.

Credits: 4.50

Every Fall and Spring

NUR 293 Research in Nursing

This course introduces nursing students to the processes of scientific inquiry and research. The purpose of the course is to develop knowledgeable consumers of nursing research, i.e., practitioners who can (1) critically appraise (a) the scientific merit of nursing research studies and (b) the evidence base for clinical interventions/protocols, and (2) incorporate relevant findings into their practice. Emphasis is placed on developing the ability to analyze, synthesize, and evaluate nursing research within a culturally-diverse and collegial atmosphere using experiential teaching-learning methods.

The pre-requisites of NUR 190, 192, 192C, 197, 198 and 199 are required.

Credits: 3

Every Fall and Spring

NUR 295 Health Assessment in Nursing

This course focuses on performing a health assessment of adults and older adults. This includes gathering data for a general survey and comprehensive health history and developing basic skills required to differentiate between healthy and unhealthy findings with consideration given to cultural and spiritual influences. Emphasis is placed on integumentary, gastrointestinal, sensory, neurological, cardiovascular, respiratory and musculoskeletal systems. Lab requires students to practice skills and demonstrate the ability to complete a full health assessment.

The pre-requisites of NUR 190, 192, 192C, 197, 198 and 199 are required.

Credits: 3

Every Fall and Spring

NUR 297 Introduction to Baccalaureate Nursing Education

This course is designed to help the registered nurse student transition to baccalaureate nursing education. Theories of role transition, change and selected nursing theories are discussed. Also, students are introduced to professional development through the integration of various communication skills, and professional portfolio development. The presentation of these concepts builds on the application of students' previous nursing knowledge in order to broaden their professional development in light of a changing health care environment.

Credits: 3

Every Semester

NUR 298 Introduction to Nursing Informatics

The course provides an overview of the use of information and computer technology in the delivery of health care/nursing. Theoretical foundations for information management within health care settings are discussed. Students will have the opportunity to learn how nurses can assess, develop and use nursing information systems to work more efficiently, to allocate resources more

effectively, and improve patient care. Ethical and social issues in health care informatics are discussed.

Credits: 3

Every Semester

NUR 299 Health Promotion 1: Health Assessment Across the Life Span

This course is designed to enhance the practice of the RN student with the theory and skills necessary to conduct comprehensive health assessments on clients across all ages. Emphasis is placed on the assessment skills; interpretation of data collected; identification of health risks, and on health teaching. Students have the opportunity to learn and practice skills in the college laboratory component of the course along with independent guided learning activities.

Credits: 3

Every Semester

NUR 303 Independent Study

Open only with permission of the Dean. Open to Nursing students to pursue in depth a specific area of study in Nursing with guidance from a faculty member. Permission of the instructor and the Dean required. This course may be taken multiple times.

Credits: 3

On Occasion

NUR 304H Academic Enrichment

This course is required for students who achieved a score less than required on custom standardized exams. This course is also open to any nursing major in the professional phase, who wish to enhance skills and techniques for academic success. A variety of strategies are used to improve skills in test taking, reading comprehension and critical thinking. This course may be taken multiple times.

Credits: 0

Every Fall and Spring

NUR 304M Medication Proficiency

This is a non-credit tutorial in the best practices of medication administration for nursing majors in the professional phase who have demonstrated mastery of some, but not all, of the required skills needed for safe medication administration.

Content of the course is a review of basic mathematics and materials from previous introductory nursing courses. The emphasis within the content areas will be determined by a series of pre-tests. This course may be taken multiple times.

Credits: 0

Every Fall and Spring

NUR 313 Independent Study and Practice

An opportunity for students who wish to pursue specific clinical areas of study in nursing. Students are guided by a faculty member, and clinical practical hours are determined by faculty. Open to students only with the permission of the instructor and Chair.

The co-requisite of NUR 313L is required

Credits: 3

On Occasion

NUR 314 Independent Study and Practice

For students who wish to pursue specific clinical areas of study in nursing. Students are guided by a faculty member. Clinical practical hours to be determined by faculty. Open to students only with the permission of the instructor and Chair.

The co-requisite of NUR 314L is required.

Credits: 3

On Occasion

NUR 314L Independent Study and Practice LAB

For students who wish to pursue specific clinical areas of study in nursing. Students are guided by a faculty member. Clinical practical hours to be determined by faculty. Open to students only with the permission of the instructor and Chair.

Credits: 0

On Occasion

NUR 390 Clinical Nursing V: Nursing Care of the Ill Adult I

This clinical course focuses on promotion, maintenance, and restoration of adult health in persons with acute or potential health problems related to cardiovascular, gastrointestinal, integumentary, neurological and musculoskeletal systems. Emphasis is placed on the acute stages of illness in adults and its impact on the family. Using the Nursing Process students are provided the opportunity to plan, implement and evaluate nursing care given to adults in a variety of inpatient and community settings. The SON curriculum threads, the use of technology in providing and documenting nursing care in each setting are discussed. Clinical experiences which provide students with opportunities to practice are included.

The pre-requisites of NUR 290, 290C, 292, 292C, 293, and 295 are required.

Credits: 6

Every Fall and Spring

NUR 392 Clinical Nursing VI: Nursing Care of Children and Their Families

This course focuses on the nursing management of children and their families. Emphasis is on the growth and developmental tasks of children from infancy to adolescence, issues of health, illness, abuse and neglect, developmental disabilities and autistic spectrum disorders. Aspects of care for the childbearing, childrearing and child-launching family are presented. Clinical offers students the opportunity to learn about the management of children and their families in a variety of traditional and nontraditional settings.

The pre-requisites of NUR 290, 290C, 292, 292C, 293, and 295 are required.

Credits: 4

Every Fall and Spring

NUR 393 End of Life Nursing Care

This course synthesizes previously learned knowledge and practice as a foundation for introducing students to end of life nursing care. The SON curriculum threads as they related to end of life nursing care are discussed. Emphasis is on quality of life at the end of life, symptom management, communication with dying clients and family members, the dying process, legal and ethical issues and bereavement.

The pre-requisites of NUR 290, 290C, 292, 292C, 293, and 295 are required.

Credits: 3

Every Fall and Spring

NUR 395 Leadership, Management and Contemporary Issues in Nursing

This course focuses on the current and historical, socioeconomic and political forces that impact nursing practice. Students explore and discuss emerging roles of the nurse in a complex and unpredictable health care delivery system. The content focuses on organizations, leadership, case management, decision-making, change, measurement of nursing outcomes, communication and healthcare systems. Through a mentorship with a nursing leader, students apply leadership and management theory and participate as members of the healthcare team. This is a writing-intensive course which fulfills LIU Brooklyn's writing-intensive requirement.

The pre-requisites of NUR 290, 290C, 292, 292C, 293, and 295 are required.

Credits: 4

Every Fall and Spring

NUR 396 Leadership and Management I

This course introduces the registered nurse student to basic organizational and systems leadership and their relationships to quality care and patient safety. Students learn about theories, concepts, and principles of leading, managing, and delegating; and the various legal issues that challenge nursing leaders and managers. Continuous quality improvement models and various leadership styles along with current literature findings are explored. The importance of effective communication and collaboration strategies in maintaining nursing's role on the health care team are emphasized.

Credits: 3

Every Semester

NUR 397 Health Promotion II: Nursing Management of Complex Health

This course focuses on disease and injury prevention to multi-ethnic populations across the lifespan, along with issues from beginning to end of life care. Public health principles, health behavior change theory, fundamentals of epidemiology and biostatistics and the relationship of genetics and genomics to health screening, prevention, and patient teaching are discussed. The importance of cultural competence in nursing and health care is examined along with complementary and

alternative modalities. Comprehensive literature review and evidenced based nursing outcomes are discussed.

Credits: 3

Every Semester

NUR 398 Nursing Research for Evidence-Based Nursing Practice

This course introduces the registered nurse student to the research process in order transfer current nursing evidence into practice and improved patient outcomes. The identification and exploration of the relationship of the research process and the development of nursing knowledge are considered. The RN student discusses the research process and how nursing knowledge is developed, researched, evaluated and applied into practice. The RN student also discusses ethical and legal protocols that guide nursing research in order to protect the rights of clients.

Credits: 3

Every Semester

NUR 490 Clinical Nursing VII: Nursing Care of the Ill Adult II

This course focuses on the synthesis and knowledge required to care for clients with complex multi-system health issues. Using the SON curriculum threads, students provide care to a caseload of clients with complex health issues. The clinical component of this course assists students to develop independence under the direct guidance of selected agency preceptors. Students further cultivate the development of the professional role by synthesizing the concepts of time management, prioritizing, interdisciplinary communication, and delegation skills.

The pre-requisites of NUR 390, 390C, 392, 392C, 393, and 395 are required.

Credits: 6

Every Fall and Spring

NUR 492 Clinical Nursing VIII: Community Centered Nursing

This course expands concepts of nursing practice and the SON curriculum threads outside traditional health-care settings introduced in Semester One and integrated across the curriculum. It culminates with a "real world" community-centered project. The primary foci are risk assessment, reduction and communication: care of aggregates; health promotion, protection, prevention and education. Students learn to provide care that demonstrates an understanding of an individual, family and/or community explanatory model for health and illness and the sociopolitical and economic forces that govern health care choices and services. Clinical experiences which provide students with opportunities to practice are included.

The pre-requisites of NUR 390, 390C, 392, 392C, 393, and 395 are required.

Credits: 5

Every Fall and Spring

NUR 494 Transition to Professional Nursing Practice

This course synthesizes the core content of the curriculum and is the final preparatory course for entry into nursing practice. Professional behaviors necessary for transition from student to professional are examined. Students are prepared for state licensure examination.

The pre-requisites of NUR 390, 390C, 392, 392C, 393, and 395 are required.

Credits: 3

Every Fall and Spring

NUR 495 Leadership and Management II: Budgeting, Finance and Health Care Policy

This course builds on knowledge and skill learned in Leadership and Management I and provides basic knowledge and skills about health care policy, finance and effects on the delivery of nursing care. The registered nurse student will learn how patient care services are organized and financed, and the structure of reimbursement. Regulatory agencies and guidelines that define boundaries of nursing practice are discussed along with how health care policies are developed and changed.

Credits: 4

Every Semester

NUR 496 Health Promotion III: Health Care Needs of Diverse Populations

This course builds on concepts and principles learned in Health Promotion I and II to focus on promotion health for at-risk populations both locally and globally. Healthy People provides the framework for discussions and the New York City Department of Health and Mental Hygiene Vital Statistics provide the backdrop for planning health promotion strategies. The registered nurse students discuss barriers to health care such as health illiteracy, health disparities, and cultural and economic issues. Students have the opportunity to develop and/or implement plans for promotion of health and disease/injury prevention for selected groups of clients.

Credits: 4

Every Semester

NUR 497 Health Promotion IV: Community Based Nursing Practice

This senior capstone course, introduces the registered nurse students to the concepts and theories related to community and public health nursing. The concept of population-focused nursing and the population as client or unit of care are emphasized. Health promotion and disease prevention is reinforced. Students build on knowledge and skills learned throughout the program to plan population-focused interventions and collaborate with other health care professionals to improve population health. Emergency preparedness needs for communities are assessed and plans developed.

Credits: 5

Every Semester

ARNOLD & MARIE SCHWARTZ COLLEGE OF PHARMACY AND HEALTH SCIENCES

The Arnold & Marie Schwartz College of Pharmacy and Health Sciences offers an entry-level six-year Doctor of Pharmacy (Pharm.D.) degree. The College also offers graduate curricula leading to a Master of Science degree in several areas of specialization and the Doctor of Philosophy in Pharmaceutics (Ph.D.) degree. Detailed information on the Pharmacy programs is provided in the Arnold & Marie Schwartz College of Pharmacy and Health Sciences Bulletin.

For information, please contact the Dean's Office at 718-488-1004, fax 718-488-0628, email us at pharmacy@brooklyn.liu.edu, or visit the website at www.liu.edu/pharmacy.

For additional information:

Phone:

718-488-1234

(Inquiries regarding the Doctor of Pharmacy professional program)

718-488-1263

(Inquiries regarding graduate programs)

718-488-1248

(Inquiries regarding continuing professional education)

718-488-1016

(Inquiries regarding alumni relations)

Email:

pharmce@brooklyn.liu.edu

(Inquiries regarding continuing professional education)

pharmacy.alumni@brooklyn.liu.edu

(Inquiries regarding alumni relations)

David R. Taft

Dean

Martin E. Brown

Associate Dean

Harold L. Kirschenbaum

Associate Dean for Professional Affairs

Lorraine Cicero

Assistant Dean for Academic & Student Affairs

Anneliese B. Schumacher

Assistant Dean for Administration

Pharmacy

The College offers a six-year curriculum leading to the degree of Doctor of Pharmacy. Students may enter the professional program in Pharmacy in the Fall only.

The pre-professional phase of the program, offered through Richard L. Conolly College, consists of a minimum of four semesters of course work in the humanities and basic sciences. The professional segment of the program consists of six semesters of didactic coursework, extramural introductory pharmacy practice experiences in the third and fourth years and in the summer between the fourth and fifth year, and an extramural sixth year of 37-1/2 weeks of advanced pharmacy practice experiences that students complete in hospital, community and other pharmacy practice settings. It provides the specialized education necessary to develop expertise in the ever-broadening field of pharmacy and prepares the student for professional licensure examinations.

Long Island University's Doctor of Pharmacy program is accredited by the Accreditation Council for Pharmacy Education, 135 South LaSalle Street, Suite 4100, Chicago, IL 60603, 312/664-3575; FAX 312/664-4652, web site www.acpe-accredit.org.

A complete description of the pharmacy curriculum is contained in the Arnold & Marie Schwartz College of Pharmacy and Health Sciences Bulletin. Students seeking information about admissions requirements should contact the Admissions Office; (718) 488-1011.

Degree Requirements

Upon recommendation of the faculty, and approval by the Board of Trustees, the degree of Doctor of Pharmacy is conferred by Long Island University upon a candidate who has completed the required curriculum, containing a minimum of 214 academic credits. Matriculants must maintain a cumulative and a professional phase grade-point average of at least 2.33 to remain in good academic standing. The pre-professional pharmacy curriculum consists of the following areas:

Preprofessional Studies

(Four Semesters)

First Semester

Chemistry 3 (General Chemistry I)	4
Biology 3 (General Biology I)	4
English 16* (English Composition)	3
Mathematics 30** (Precalculus)	4
Orientation Seminar 1	1
	16

Second Semester

Chemistry 4 (General Chemistry II)	4
Biology 4 (General Biology II)	4
Core Seminar 50	3
Mathematics 40	4
Speech 3	3
	18

Third Semester

Chemistry 121 (Organic Chemistry I)	4
English 61-64 *** (English Literature)	4
History 1 or Philosophy 61 ****	3
Psychology 3 (General Psychology)	3
Pharmacy Orientation Seminar 1	1
	18

Fourth Semester

Chemistry 122 (Organic Chemistry II)	4
Biology 131 (Human Anatomy)	4
Economics 1 or 2 (Micro- or Macro-economics)	3
English 61-64*** (English Literature)	3
History 2 or Philosophy 62 ****	3
	17

* Students are admitted into English 16 by placement examination or exemption from English 13, 14.

** Mathematics placement examinations are required to determine prerequisites, if any.

*** All Pharmacy students must successfully complete two courses from the English 61, 62, 63, 64 sequence.

****All Pharmacy students must successfully complete both Philosophy 61 and 62 or History 1 and 2. Students may not select one course from the Philosophy sequence and one course from the History Sequence. The College of Pharmacy strongly encourages Pharmacy students to complete the Philosophy 61 and 62 sequence.

Professional Studies

All professional courses must be taken in residence. There is no transfer credit for any professional-level course.

Doctor of Pharmacy degree program:

Core Courses	91
Professional Electives	9
Introductory Pharmacy Practice Experiences	7.5
Advanced Pharmacy Practice Experiences	37.5
	145

GLOBAL COLLEGE

Global College of Long Island University, administered and headquartered at Long Island University's Brooklyn Campus, is a unique global education program combining experiential and service learning along with traditional classroom studies. The program is designed for students who desire an international experience while earning a Bachelor of Arts degree. Students may enter Global College as freshmen; they may transfer to Global College from other colleges and universities; or they may enroll as study abroad students, as many have done from schools all over the country. Long Island University students also may study at any of the international locations. The Global College Admissions Office can be reached at 718-780-4312.

For information, please contact the Dean's Office at 718-780-4312, fax 718-780-4325, email us at globalcollege@liu.edu, or visit the website at liu.edu/Global.

Robert Glass

Dean

robert.glass@liu.edu**Kathleen Modrowski**

Assistant Dean

kathleen.modrowski@liu.edu**Mira Dunham**

Assistant to the Dean/ Alumni Affairs Coordinator

mira.dunham@liu.edu**Amy Greenstein**

Director of Admissions

amy.greenstein@liu.edu**Fiona Neale-May**

Associate Director of Admissions

fiona.neale-may@liu.edu**Alyssa Stevens**

Associate Director of Admissions

alyssa.stevens@liu.edu**Susan Smith**

Assistant Director of Admissions

susan.smith@liu.edu**Susi Rachouh**

Global Director of Student Success

susan.rachouh@liu.edu**Carlett Thomas**

Assistant Director of Records & Administration

carlett.thomas@liu.edu

Global College maintains learning centers around the globe where students take an active role in designing their own plan of study in close consultation with faculty advisers. The College's overseas learning centers are located in: Hangzhou, China; Heredia, Costa Rica; and Bangalore, India. It also offers programs in Australia, Taiwan, and Turkey.

The College's Comparative Religion and Culture Program takes students to Turkey, India and Thailand. Serving as Global College's "traveling program," it enables students to engage in intensive study of the teachings, texts and practices of the world's major religions, in particular Islam and Buddhism. Cultural issues, national identity and world citizenship are explored in detail.

Global College offers all students, including students from all Long Island University campuses, the option of semester or yearlong intercultural opportunities, where they can participate in language studies, comparative religion and culture, peace and reconciliation, global health and healing traditions, environmental issues, and area studies — all of which are complemented by independent, field-based projects, internships and service learning.

Students who wish to enter Global College as freshmen begin in Costa Rica. This initial orientation and core academic program includes home stays with local families. After completion of the freshman year, students go on for their second year at our center in India, and a third year in China or Australia. Second- and third-year students may participate in the traveling Comparative Religion and Culture Program. All seniors complete an Independent study semester in the fall and the Capstone Semester in the spring at Long Island University's Brooklyn Campus.

Transfer and study abroad students enter the program directly into a course of study at an overseas center. The center where they begin their studies is determined by the number of credits they have when they are admitted to Global College.

Essential to the learning model of Global College is the introduction to the understanding of global and multicultural issues, with an emphasis on:

- a solid academic foundation that provides students with the tools they need to carry out learning projects throughout the world.
- individualized advising from faculty members who guide students as they pursue independent study and research.
- experiential learning in a supportive environment.
- cross-cultural understanding in a globalizing world.

Global College offers students a unique opportunity to develop a comprehensive overview of the history, culture, society and languages of the world, from ancient to modern times, as well as the opportunity to study a specific area of interest in depth.

STUDY ABROAD FOR NON-GLOBAL COLLEGE STUDENTS

Semester or Academic Year Study Abroad

Although Global College is primarily a four-year global studies program, students from other U.S. universities are encouraged to study, investigate, explore and learn at any of the Global College centers for a semester or academic year. Each year, about 20 percent of students at Global College come from other colleges and universities and earn Global College/Long Island University credit by studying abroad. Global College offers students from other colleges and universities a full range of advising and support services, focusing on such issues as program selection, academic planning, registration, credit transfer, cultural adjustment, on-site support, and re-entry. Unlike matriculated GC students, students from other institutions may study at any center, in any semester, regardless of what year they are in school. Additionally, non-Global College students are only required to take the language and area studies courses offered at each center, and the balance of their coursework is comprised of elective courses, internships and independent study.

COSTA RICA CENTER

The freshman year at the Costa Rica Center provides students with an introduction to experiential education, Latin American studies, and global issues. In addition to attending regularly scheduled seminars and Spanish language classes, students learn how to plan, evaluate, and document their field work with the support and guidance of faculty members based at the Costa Rica Center in Heredia. Students have the opportunity to interact with the local population through homestays, service learning, field trips, internships and field research.

INDIA CENTER

At the India Center, students explore issues involving global development and its impact on one of the most populous countries in the world. India is facing challenges due to rapid modernization, which has transformed its very traditional culture — overnight, the country has become an industrial and economic leader of the 21st century. While living in Bangalore and traveling to neighboring towns and villages, students have the opportunity to see how citizens are facing issues ranging from the ramifications of urban growth to the disparities of economic status.

CHINA CENTER

China has taken a centerstage role in global politics and must strive to recognize its ethnic and religious minorities, to alleviate potentially catastrophic strain on the environment and to develop infrastructures that support and manage access to information as well as other essential resources. At the China Center, students have the opportunity to see how China copes with rapid development and deals with the sharp economic and cultural contrasts between old traditions and new, modern societies.

COMPARATIVE RELIGION & CULTURE

Students whose interests lie in the areas of religion and culture, you alternatively can choose to study in the Comparative Religion and Culture (CRC) Program. This one-of-a-kind experience combines theoretical investigation with extensive exposure to religious and cultural life in India, Taiwan, Thailand and Turkey. Students are immersed in the teachings, practices and institutional forms of major world religions and will explore cross-cultural issues such as identity, human rights, peace and reconciliation, and of course, global citizenship.

AUSTRALIA

The Australia Program gives students the unique opportunity to study environmental issues in a natural laboratory on the other side of the world, where cultural norms and approaches to change are quite different from our own. Students explore the relationships among indigenous peoples, the environment, natural history, and ecological diversity within the rich social and cultural contexts of Australia. While based in Byron Bay, organized field trips will take you to national parks, rainforests, wildlife reserves and the coastlines of New South Wales and Queensland.

NEW YORK CITY CENTER

At the New York City Center, students benefit from the myriad world-class learning resources that New York City has to offer and the comparative and interdisciplinary expertise of Global College and Long Island University faculty members based at the University's Brooklyn Campus. They continue to develop self-awareness as well as a deep appreciation for the culture and customs of others while living, interning and studying in New York, one of the world's most diverse cities. Students participate in on- and off-campus career preparation workshops and events, discerning how best to draw upon their talents and interests to become a leader in their chosen field — one who truly can contribute to the world in a positive and constructive way.

SCHOOL OF CONTINUING STUDIES

The School of Continuing Studies at Long Island University's Brooklyn Campus provides opportunities for adult, non-traditional and professional students to advance their careers and develop in mind, body and spirit. We strive to partner with adult learners who seek access to a superior educational experience.

In addition to its wide array of certificate programs in such career fields as surgical technology, cardiac sonography and paralegal studies the school offers coursework in ceramics, conducts language classes and workshops and operates Long Island University's Children's Academy.

If you have questions, please contact the dean's office at 718-488-1511, email: scsinfo@brooklyn.liu.edu, or fax: 718-488-1059.

George Rosales

Executive Director

jorge.rosales@liu.edu

Certificate Programs

Surgical Technology Certificate Program

The Surgical Technology Certificate Program is designed to give individuals the knowledge and skills required to function within an operating room environment. Students receive surgical technology training during classroom lectures, practice in a mock surgical lab and get clinical experience in various hospitals' operating rooms.

Surgical technologists are an important part of a surgical team working closely with surgeons, anesthesiologists, registered nurses and other surgical personnel. Surgical technologists help supply the operating room with the instruments, equipment and supplies that will be needed during a surgical procedure.

The program prepares students for the National Board of Surgical Technology and Surgical Assisting (NBSTSA) certification exam.

Successful candidates demonstrate their theoretical and practical knowledge of surgical technology and are granted the designation of Certified Surgical Technologist (CST). The program has been accredited through 2015 by the Commission on Accreditation of Allied Health Education Programs (CAAHEP), through the Accreditation Review Committee on Education in Surgical Technology (ARC-ST).

Central Service Technology Certificate Program

The Central Service Technology Certificate Program is designed to train individuals to receive and process supplies and equipment from operating rooms and nursing units throughout a hospital. The training includes decontamination, sterilization, and the preparation and assembling of surgical instruments for distribution.

The Central Service Program is accredited by the International Association of Healthcare Central Service Material Management (IAHCSMM).

Vascular Technology Certificate Program

The vascular technology program is a 12-month, full-time, daytime program that prepares the student for an entry-level position as a vascular technologist. In performing ultrasound examinations of the cerebral, peripheral, and abdominal vessels, vascular technologists provide vital information to physicians toward the diagnosis of disorders affecting circulation.

A vascular technologist (sonographer) employs clinical skills such as pulse palpation; limb pressure measurements; auscultation; description of trophic limb changes' symptom analysis; and the gathering of findings from related testing procedures and historical information such as previous vascular or related interventions and risk factor documentation.

Vascular technologists use performance and dynamic interpretation of computer-generated anatomic imaging and physiologic assessment of blood-flow to aid physicians. Students are responsible for having a physical exam and getting

the required immunizations. After completing the required number of vascular examinations, graduates are encouraged to take the American Registry of Diagnostic Medical Sonography (ARDMS) examination to be a Registered Vascular Technologist (RVT).

Vascular Technology is a sub-specialty of Diagnostic Medical Sonography. It is primarily a non-invasive imaging modality with an indirect testing component. It is performed on the surface of the body, with no use of radiant ionizing energy. Therefore, it is safe with no risks to the patient and the sonographer when performed to diagnostic industry standards.

This clinical and technological data provides the physician with vital information toward the diagnosis and treatment of their patients.

The program at the School of Continuing Studies is accredited by the Commission on Accreditation of Allied Health Programs (CAAHEP), through the Joint Review Committee on Education in Diagnostic Medical Sonography (JRC-DMS).

Cardiac Sonography Certificate Program

The Cardiac Sonography Certificate Program at Long Island University's Brooklyn Campus is an intense, one-year, full-time program. It combines classroom didactics, ultrasound lab practicum, and clinical rotations at some of the best cardiovascular laboratories in New York City.

A Cardiac Sonographer (or Echo-cardiographer) employs clinical and technological skill-sets in a dynamic fashion to evaluate the way in which the heart is functioning. The main structures are observed and the condition of each is measured or graded, including the chambers and the chamber walls for dilation, thrombus development, wall thickening, wall motion, pressure gradients, and valvular function. The Sonographer utilizes two and three-dimensional, real-time ultrasonic imaging; color, pulsed-wave and continuous-wave Doppler; and electrocardiogram technologies to provide information that is essential to the cardiologist in making treatment decisions for potentially life-threatening heart diseases.

The Sonographer additionally aids the Cardiologist in the performance of more invasive procedures, such as transesophageal echo (TEE), and the evaluation of the heart using minimally invasive contrast agents.

Paralegal Studies Certificate Program

The Paralegal Studies Certificate Program at Long Island University's Brooklyn Campus provides students with the practical knowledge of law, preparing graduates with the skill-set that will enable them to carry out high-quality legal work. The program is a 328-hour, non-credit certificate program designed to prepare the student to work at a law firm, a government agency (e.g., law enforcement), or a law department of a corporation, bank, real estate company and insurance company. Through their course of study at the Brooklyn Campus, students are provided a

strong background in a variety of areas.

The School of Continuing Studies' Paralegal Certificate Program is approved by the American Bar Association (ABA). Legal employers recognize the ABA's role in establishing professional guidelines for paralegal programs. Of more than 1,000 colleges, universities, and law schools that offer paralegal programs, approximately 260 paralegal programs are approved by the ABA.

Open Enrollment Programs

Building Construction Certificate Program

The Building Construction Certificate Program at the School of Continuing Studies at Long Island University's Brooklyn Campus is designed to attract individuals seeking an understanding of the building construction industry, either as a perspective apartment dweller or homeowner looking to perform renovations or as an entry-level employee looking to begin a career in the industry.

The program is specially designed for those who need the building construction entry-level and small business start-up skills.

Children's Academy

The Children's Academy at Long Island University's Brooklyn Campus was designed to create an immersive, educational experience for youngsters between the ages of 3-12. The Children's Academy intends on creating year round offerings for children with a focus on Academics, Athletics and Creativity.

During the summer months, the Children's Academy operates a Summer Camp, where youngsters from across Brooklyn participate in courses ranging from robotics, movie making, fashion design, comic book creation, language immersion, ballet and urban dance. Brooklyn Campus faculty is employed to lead class instruction and graduate and undergraduate students are employed to serve as camp counselors.

The Children's Academy, Summer Camp is fully licensed by the New York City Department of Health.

During the Fall and Spring semesters, the Children's Academy offers Saturday classes specifically designed for children in the areas of swimming, robotics, fashion design and languages.

Information Technology

The SCS Information Technology program is designed for the individual who is seeking to learn a new skill, advance their career or enter into a new field within Information Technology.

With small classes, led by industry experts, our programs are designed to be in line with the needs of today's emerging Information Technology market place.

Language and Creative Arts

Foreign Language

To learn a new language or improve your

current skills, we offer classes for all levels. Whether you are in business, construction, legal or any of the health professions foreign language ability will make you competitive in New York City.

Writing and Speech

Communicating clearly and confidently is fundamental to both your personal and professional life. The classes offered in Writing & Speech will provide you with the skills and practice to improve your professional writing, academic writing and public speaking.

ESL

English as a Second Language at SCS is for those seeking a comprehensive and practical knowledge of the English Language. Classes will focus on Reading, Writing, Grammar, Listening, and Conversation.

Ceramics

Enjoy crafting unique pottery in a downtown Brooklyn oasis. Some classes will take place in our relaxed and welcoming ceramic studio and other classes on the west balcony overlooking the City.

The Working Actor

Students will learn the fundamentals of acting in theater, film and television from Malik Yoba, star of the new Syfy series "Alphas." The course is a combination of workshop and lecture series with an emphasis on: scene study, improvisation, character breakdown, audition techniques, cold reads, acting for film, television, theater and public speaking.

How to Apply

Our applicants come from unique backgrounds and diverse experiences and SCS values these qualifications. We carefully weigh all of the pieces of your application to make a determination in your acceptance. Where an interview is required, it is often the determining factor in your acceptance for our more competitive programs.

To apply to open enrollment programs

Please fill out the application form and submit.

To apply to certificate programs

Requirements for Surgical Technology

The criteria for entry into the Surgical Technology Certificate Program meets the requirements of CAAHEPs approved programs.

Applicants must provide:

- a completed application form
- proof of an educational level of GED, high school or greater

Upon meeting the requirements above, applicants must participate in an in-person interview and receive a positive rating.

Requirements for Vascular Technology

The criteria for entry into the Vascular Technology Certificate Program meets the requirements for the Joint Review Committee on Education in Diagnostic Medical Sonography (JRC-DMS).

Applicants must provide:

- a completed application form
- proof of an educational level of GED, high school or greater
- have satisfactorily completed a college level course in biological science, general physics, algebra, and communication. Transcripts are required

Upon meeting the requirements above, applicants must participate in an in-person interview and receive a positive rating.

Requirements for Paralegal Studies

The criteria for entry into the Paralegal Studies Certificate Program meets the requirements for the American Bar Association.

Applicants must provide:

- a completed application form
- proof of an 60 college credits, transcripts are required

Upon meeting the requirements above, applicants must participate in an in-person interview and receive a positive rating.

Request Materials

To contact us or for more information, please choose:

Via Email:

scsinfo@brooklyn.liu.edu

Via Telephone:

718-488-1364/1366

In person:

9 Hanover Place, 2nd Floor, Brooklyn, New York

Contact Us

School of Continuing Studies

Brooklyn Campus, Long Island University

1 University Plaza

Brooklyn, NY 11201-5372

Phone: 718-488-1364

E-mail: scsinfo@brooklyn.liu.edu

We are located at 9 Hanover Place - 2nd floor (between Fulton Mall & Livingston Street).

Program Schedule

Program*	Frequency, per academic year*	Schedule*
Paralegal Studies	Fall, Spring and Summer	Full time day and part time evening available
Surgical Technology	Fall, Spring and Summer	Full time day and part time evening available
Accelerated Surgical Technology	Fall and Spring	Part time evening and weekends
Central Service Technology	Fall, Spring and Summer	Part time weekends

Vascular Technology	Fall and Spring	Full time day
Cardiac Sonography	Fall	Full time day
Children's Academy: Summer Camp	Summer	Full time day (7-12 year olds) and part time day (3-6 year olds)
Children's Academy: Saturday Sessions	Fall and Spring	Saturdays between 9am-1pm
Introduction to Ceramics	Fall and Spring	Part time evenings
Raku Ceramics	Summer	Part time evenings
Building Construction	Fall and Spring	Part time evenings
Information Technology (various classes)	Fall, Spring and Summer	Full time day, part time evenings and weekends

*For more information, please contact us at (718) 488-1364 or visit our website at www.liu.edu/brooklyn/scs

English Language Institute

Stanley J. Zelinski III, Associate Dean, ESL

Phone: (718) 488-1323

Fax: (718) 246-6313

The English Language Institute provides English language instruction to foreign-born students and members of the non-English-speaking community. It consists of the Intensive Program in English and the Weekend Program. The Intensive Program in English is a full-time, noncredit college program that offers English language instruction to foreign students who are matriculated at the Brooklyn Campus but lack the minimum competency in English. The Weekend Program provides both native and non-native speakers of English with low-cost instruction in basic writing, vocabulary expansion, accent reduction, and TOEFL preparation.

BLENDED AND ONLINE LEARNING PROGRAMS AT LONG ISLAND UNIVERSITY

Technology-enhanced, blended and online learning are an important part of fulfilling Long Island University's mission of access and excellence in higher education. These courses and programs are delivered through the University's Blackboard Learning Management System, which enables students to complete their online coursework at any time of day and at any place in the world there is an Internet connection. LIU's blended learning programs feature classes that include both face-to-face and online components, reducing the amount of time students need to be physically on campus while still reaping the benefit of meeting in person with professors and other professionals.

The University currently offers the following degree programs in the blended or online learning format:

Brooklyn Campus

- Advanced Certificate, Bilingual Extension*
- Advanced Certificate, Educational Leadership
- B.S. Nursing (RN to BS track)
- M.S. Adult Nurse Practitioner
- M.S. Computer Science
- M.S. Family Nurse Practitioner
- M.S. Human Resources Management
- M.S. Nurse Educator

C.W. Post Campus

- M.S. Accountancy
- M.S. Library & Information Science/School Library Media
- M.S. Nursing Education
- M.S. Taxation

LIU-Hudson Graduate Center at Westchester

- Advanced Certificate, Bilingual Extension*

LIU-Riverhead

- M.S. and Advanced Certificate in Homeland Security Management*

Our programs are accredited by the Middle States Commission on Higher Education and are registered with the New York State Education Department. For additional program information, please consult the appropriate academic department pages of the campus bulletin.

**Denotes a fully online program.*

APPROVED PROGRAMS - BROOKLYN CAMPUS

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.

Richard L. Conolly College of Liberal Arts and Sciences

Major	Hegis Code	Degree
Biology	0401	BS, MS
Adolescence Urban Education: Biology	0401	BS

Middle Childhood and Adolescence Urban Education: Biology	0401.01	BS
Biochemistry	0414	BS
Chemistry	1905	BS, MS
Adolescence Urban Education: Chemistry	1905.01	BS
Middle Childhood and Adolescence Urban Education: Chemistry	1905.01	BS
Communication Sciences and Disorders	1220	BS
Communication Sciences and Disorders / Speech-Language Pathology	1220	BS/MS
Speech-Language Pathology (Bilingual Extension)	1220	MS
Computer Art	1009	BFA
Creative Writing	1507	MFA
Cytotechnology	1223	BS
Dance	1008	BFA, BS
Economics	2204	BA
English	1501	BA, MA
Adolescence Urban Education: English	1501.01	BA
Middle Childhood and Adolescence Urban Education: English	1501.01	BA
History	2205	BA
Humanities	5649	AA
Humanities	4903	BA
Interdisciplinary Major	4901	BA, BS
Journalism	0602	BA
Mathematics	1701	BS
Adolescence Urban Education: Mathematics	1701.01	BS
Middle Childhood and Adolescence Urban Education: Mathematics	1701	BS
Media Arts	0601	BA
Media Arts	1009	MA
Media Arts	0605	MFA
Medical Technology	1223	BS
Music – Applied Music	1004	BA
Music (Jazz Studies)	1004	BFA
Music Education in Urban Schools	0832	BS

Modern Languages – French, Spanish	1101	BA
Nuclear Medicine Technology	1299	BS
Philosophy	1509	BA
Political Science	2207	BA, MA
Psychology	2001	BA, MA
Clinical Psychology	2003	Ph.D.
Adolescence Urban Education: Social Studies	2201.01	BA
Middle Childhood and Adolescence Urban Education: Social Studies	2201.01	BA
Sociology-Anthropology	2208	BA
Adolescence Urban Education: Spanish	1105.01	BA
Middle Childhood and Adolescence Urban Education: Spanish	1105.01	BA
Speech	1506	BA
Studio Art	1002	BFA
Visual Arts	1099	BA
Teacher of Visual Arts in Urban Schools	0831	BFA
Social Science	2201	MS
Social Science	4903	BA, BS
Social Science	5622	AA
United Nations	2210	Adv. Cert.
Urban Studies	2214	MA
Writing & Producing for Television	0605	MFA

Human Resources Management	0515	MS
Health Administration	1202	MPA
Integrated Information Systems	0507	BS
Marketing	0509	BS
Not-for-Profit Management	2102	Adv.Cert.
Public Administration	2102	MPA
Taxation	0502.1	MS
United Nations / Public Administration	2210 / 2102	Adv.Cert/MPA

School of Education

Major	Hegis Code	Degree
Adolescence Urban Education: Biology	0401	BS
Adolescence Urban Education: Biology 7-12: 1st Initial	0401.01	MSEd
Adolescence Urban Education: Biology 7-12: 2nd Initial	0401.01	MSEd
Adolescence Urban Education: Biology 7-12: Non-certification	0401.01	MSEd
Middle Child & Adolescence Urban Education: Biology	0401.01	BS
Adolescence Urban Education: Chemistry	1905.01	BS
Adolescence Urban Education: Chemistry 7-12: 1st Initial	1905.01	MSEd
Adolescence Urban Education: Chemistry 7-12: 2nd Initial	1905.01	MSEd
Adolescence Urban Education: Chemistry 7-12: Non-certification	1905.01	MSEd
Middle Child & Adolescence Urban Education: Chemistry	1905.01	BS
Adolescence Urban Education: English	1501.01	BA
Adolescence Urban Education: English 7-12: 1st Initial	1501.01	MSEd
Adolescence Urban Education: English 7-12: 2nd Initial	1501.01	MSEd

School of Business, Public Administration and Information Sciences

Major	Hegis Code	Degree
Accounting	0502	BS, MS, BS/MS, MBA
Business Administration	5004	AAS
Business Administration	0506	MBA
Business Finance	0504	BS
Business Management	0506	BS
Computer Science	0701	BS, MS
Gerontology	2104	Adv.Cert.

Brooklyn Campus

Adolescence Urban Education: English 7-12: Non-certification	1501.01	MSEd	Childhood/Early Childhood Urban Education: 2nd Initial	0802	MSEd
Middle Childhood & Adolescence Urban Education: English	1501.01	BA	Childhood/Early Childhood Urban Education: Non-certification	0802	MSEd
Adolescence Urban Education: Mathematics	1701.01	BS	Early Childhood Urban Education: 1st Initial	0802.00	MSEd
Adolescence Urban Education: Math 7-12: 1st Initial	1701.01	MSEd	Early Childhood Urban Education: Non-certification	0802.00	MSEd
Adolescence Urban Education: Math 7-12: 2nd Initial	1701.01	MSEd	Early Childhood Urban Education	0823	Adv. Cert.
Adolescence Urban Education: Math 7-12: Non-certification	1701.01	MSEd	Teacher of Physical Education in Urban Schools	0835	BS
Middle Child & Adolescence Urban Education: Mathematics	1701	BS	Teacher of Visual Arts in Urban Education	0831	BFA
Adolescence Urban Education: Social Studies	2201.01	BA	Music Education in Urban Schools	0832	BS
Adolescence Urban Education: Social Studies 7-12: 1st Initial	2201.01	MSEd	Teaching Urban Adolescents with Disabilities: 1st Initial	0808	MSEd
Adolescence Urban Education: Social Studies 7-12: 2nd Initial	2201.01	MSEd	Teaching Urban Adolescents with Disabilities: 2nd Initial	0808	MSEd
Adolescence Urban Education: Social Studies 7-12: Non-certification	2201.01	MSEd	Teaching Urban Adolescents with Disabilities: Non-certification	0808	MSEd
Middle Child & Adolescence Urban Education: Social Studies	2201.01	BA	Teacher of Urban Children with Disabilities: 1st Initial	0808	MSEd
Adolescence Urban Education: Spanish	1105.01	BA	Teaching Urban Children with Disabilities: 2nd Initial	0808	MSEd
Middle Childhood & Adolescence Urban Education: Spanish	1105.01	BA	Teaching Urban Children with Disabilities: Non-certification	0808	MSEd
Childhood Urban Education	0802	BS	TESOL: 1st Initial	1508	MSEd
Childhood Urban Education: 1st Initial	00802	MSEd	TESOL: 2nd Initial	1508	MSEd
Childhood Urban Education: 2nd Initial	0802	MSEd	TESOL: Non-certification	1508	MSEd
Childhood Urban Education: Non-certification	0802	MSEd	Bilingual Education	0899	Adv. Cert.
Childhood/Early Childhood Urban Education: 1st Initial	0802	MSEd	School Counselor	0826.01	MSEd
			School Counselor	0826	Adv.Cert.
			Bilingual School Counselor	0826.01	MSEd
			Bilingual PPS Extension	0899	Adv.Cert.
			Mental Health Counseling	2104.1	MS, Adv.Cert.

School Psychologist	0826.02	MSEd
Educational Leadership	0828	Adv. Cert.

Drug Regulatory Affairs	1211	MS
Pharmacy	1211	PharmD

School of Health Professions

Major	Hegis Code	Degree
Athletic Training	1299.3	BS/MS
Advanced Athletic Training & Sports Sciences	0835	MS
Exercise Science	1201	MS
Health Sciences	1201	BS
Health Sciences / Public Health	1201 / 1214	BS/MPH
Occupational Therapy	1208	BS/MS
Physical Therapy	1212	DPT
Physician Assistant Studies	1299.1	MS
Public Health	1214	MPH
Respiratory Care	1299	BS
Sports Science	1299.3	BS
Social Work	2104	BA, MSW

Global College

Major	Hegis Code	Degree
Global Studies	2210	BA

School of Nursing

Major	Hegis Code	Degree
Nursing	1203	BS
Adult Nurse Practitioner	1203.1	BS/MS, MS
Executive Program for Nursing and Health Care Management	1203.1	BS/MS, MS
Family Nurse Practitioner	1203.1	MS
Nurse Educator	1203.1	MS
Adult Nurse Practitioner	1203.12	Adv. Cert.
Education for Nurses	1203.12	Adv. Cert.
Family Nurse Practitioner	1203.12	Adv. Cert.

Arnold & Marie Schwartz College of Pharmacy and Health Sciences

Major	Hegis Code	Degree
Pharmacology/ Toxicology	0409	MS
Pharmacy Administration	1211	MS
Pharmaceutics	1211	MS, Ph.D.

BROOKLYN CAMPUS

FACULTY

Anna Acee

Associate Professor of Nursing
B.S., New York University;
M.A., New York University;
Ed.D., Columbia Teacher's College

M. Radh Achuthan

Professor of Physics
B.E., M.S., University of Madras, India;
M.S., University of Missouri;
Ph.D., Union Graduate School

Sutapa Aditya

Assistant Professor of Marketing
B.B.A., University of Dhaka, Bangladesh;
M.B.A., Simon Fraser University;
Ph.D., York University, Canada

Yaw O. Afriyie

Associate Professor Emeritus of Public Administration
Diploma, Regional Planning, University of Tel Aviv;
B.A., University of Ghana;
M.Sc., University of Science and Technology (Ghana);
L.L.B., B.L., University of Ghana;
Ph.D., SUNY at Albany;

Vaibhavee Agaskar

Visiting Assistant Professor of Human Development and Leadership
B.A., M. A., University of Mumbai
Ph.D., Oakland University

Nicholas Agrait

Assistant Professor of History
B.A., Yale University
M.A., Ph.D., Fordham University

Syed Ali

Assistant Professor of Sociology
B.A. Binghamton, SUNY;
M.A., Ph.D., University of Virginia

James A. Allan

Department Chair;
Associate Professor of Mathematics
B.Sc., University of Durham (United Kingdom);
M.S., New York University;
M.S., Ph.D., Polytechnic University of New York

Carol Allen

Associate Professor of English
B.A., M.A., University of Virginia;
Ph.D., Rutgers University

Rhianon Allen

Professor Emerita of Psychology
B.A., University of British Columbia;
M.A., Hunter College, CUNY;
M.Phil., Ph.D., Graduate Center, CUNY

Naoual Amrouche

Assistant Professor of Marketing
B.B.A., IHEC, Carthage, Tunisia;
M.S., Ph.D., HEC, Montreal, Canada

Marie Ankner

Assistant Professor of Nursing
B.S., M.S., Pace University

Melissa Antinori

Instructor of English
B.A., Wittenberg University;
M.A., Pennsylvania State University

Robert Aquino

Professor of Music
B.M., M.M., Manhattan School of Music

Filomena Arespacochaga

Associate Professor Emerita of Foreign Languages
B.A., Brooklyn College, CUNY;
M.A., Columbia University

Michael E. Arons

Professor of Physics
B.E.E., Cooper Union;
Ph.D., University of Rochester

Kristana Arp

Professor of Philosophy
B.A., University of Chicago;
M.A., Ph.D., University of California at San Diego

Almas Babar

Professor of Pharmaceutics
B.S., University of Punjab (Pakistan);
M.S., Ph.D., St. John's University

Susan Baglieri

Assistant Professor, Teaching and Learning
B.A., William Paterson University of New Jersey;
M.A., Ed.D., Teachers College, Columbia University

Gurprit S. Bains

Associate Professor of Teaching and Learning;
B.A., M.A., Punjab University (India);
Dip. TEFL, University of Wales, Institute of Science and Technology;
Dip. Ed., Nottingham University;
M.A., Ph.D., New York University

Bertram Bandman

Professor Emeritus of Philosophy
B.S., M.A., Ph.D., Columbia University

Larry Banks

Department Chair;
Associate Professor of Media Arts
B.A., Rutgers University;
M.F.A., C.W. Post, Long Island University

Robert Barry

Coordinator, Division of Communications;
Visual and Performing Arts;
Associate Professor of Visual Arts
B.A., Pitzer College;
M.F.A., University of Delaware

Hallbert Barton

Associate Professor of Anthropology
B.A., University of California at Santa Cruz;
M.A., Ph.D., Cornell University

Supriya Bavadekar

Assistant Professor of Pharmacology
B.S., Mumbai, India;
Ph.D., University of Mississippi

Ellen A. Becker

Academic Coordinator;
Associate Professor of Respiratory Care
A.A.S., Madison Area Technical College;
B.S., M.S., Ph.D., University of Wisconsin (Madison);
Licensed Respiratory Therapist, New York;
Registered Respiratory Therapist;
Certified Asthma Educator; Neonatal Pediatric Specialist

Debe Bednarchak

Associate Professor of Mathematics
B.A., Lehman College, CUNY;
Ph.D., Graduate Center, CUNY

Robert A. Bellantone

Associate Professor of Pharmaceutics
B.S., Ph.D., University of Connecticut

Ninotchka Devorah Bennahum

Associate Professor of Communication Studies,
Performance Studies and Theatre;
B.A., Swarthmore College;
M.A., Ph.D., New York University

Lamar V. Bennett

Assistant Professor of Public Administration
B.A., M.P.A., Rutgers University;
Ph.D., American University

Michael Bennett

Professor of English
B.A., Whitman College;
M.A., Ph.D., University of Virginia

Azzedine Bensalem

Professor of Chemistry and Biochemistry
B.S., École Supérieure de Mécanique;
M.S., Ph.D., Université de Nantes

Kenza E. Benzeroual

Assistant Professor of Pharmacology
B.S., Paul Sabatier University (France)
M.S., Toulouse Polytechnic Institute (France)
Ph.D., Montreal University (Canada)

Mina Berkowitz

Professor Emerita of Teaching and Learning
B.A., University of Buffalo;
M.A., Ph.D., Columbia University

Kenneth Bernard

Professor Emeritus of English
B.A., The City College, CUNY;
M.A., Ph.D., Columbia University

Mrinal K. Bhattacharjee

Associate Professor of Chemistry and Biochemistry
B.S., M.S., The Indian Institute of Technology (Kharagpur, India);
Ph.D., Ohio State University

Aurora Biamonte

Professor Emerita of Human Development and Leadership
B.A., M.A., University of Alberta, Canada;
Ph.D., University of Chicago

Evelyn Biray

B.S., Philippine Women's University
M.S., Pace University

Mark G. Birchette

Associate Professor of Biology
B.A., Yale College;
M.A., Ph.D., Harvard University

Donald Allport Bird

Professor of Journalism;
A.B., Rutgers University;
M.A., Ph.D., Indiana University

Laura Blitzer

Associate Professor of Teaching and Learning
B.S., University of Florida
M.S., Brooklyn College, CUNY;
Ph.D., University of Georgia

Adele Bloch

Professor Emerita of Foreign Languages
B.A., Hunter College, CUNY;
M.A., Ph.D., Columbia University

Julia Bock

Acquisitions Librarian; Associate Professor
B.A., M.A., Ph.D., Eötvös Loránd University (Hungary)
M.L.S., Columbia University

Joseph R. Boggan

Associate Professor Emeritus of English
B.A., University of Dayton;
M.A., New York University

Michael Bokor

Assistant Professor of English
B.A., University of Cape Coast, Ghana
M.A., Ph.D., Illinois State University

Lana T. Borno

Assistant Professor of Pharmacy Practice
Pharm.D. University of North Carolina at Chapel Hill

Jennifer M. Borowski

Assistant Professor of Pharmacy Practice
Pharm.D., Philadelphia College of Pharmacy

Mary J. Bostic

Acquisitions Librarian; Professor Emerita
Diploma, Durham Business College;
B.A., M.L.S., North Carolina Central University;
M.S., Long Island University;
C.A.S., Long Island University

Bernice Braid

Professor Emerita of English
B.A., M.A., University of California at Los Angeles;
Ph.D., Occidental College

Cindy Bravo-Sanchez

Director of Clinical Education, Respiratory Care
B.S., Long Island University
M.P.H., Marist College
Licensed Respiratory Therapist

Bernard J. Brener

Professor Emeritus of Foreign Languages
B.A., M.A., Ph.D., New York University

Donna Brennan

Assistant Professor of Nursing
A.S.N., Nassau Community College
B.S.N., Adelphi University
M.S.N., University of Phoenix

John W. Brennan

Professor Emeritus of History
A.B., Fordham University;
A.M., Ph.D., Harvard University

Dennis Broe

Professor of Media Arts
B.A., Indiana University;
M.A., New York University

Cheryl Bronner

Research Associate Professor, School of Health Professions
B.A., Barnard College, Columbia University;
B.S., College of Health Related Profession, SUNY Brooklyn;
M.H.S., University of Indianapolis;
Ph.D., University of Medicine and Dentistry

Martin E. Brown

Associate Dean, Arnold & Marie Schwartz; College of Pharmacy and Health Sciences; Associate Professor of Social and Administrative Sciences
B.S., M.S., University of Iowa

Sabrina Brown

Social Work B.A. Field Work Coordinator
B.S., SUNY at Buffalo;
M.S.W., SUNY Stony Brook

Nicole Cain

Assistant Professor of Psychology
B.A., Cornell University;
M.S., Ph.D., Penn State University

Thomas J. Canavan, Jr.

Professor Emeritus of Law
B.A., St. John's University;
J.D., Brooklyn Law School

Maren Lockwood Carden

Professor Emerita of Sociology
B.S., University of London;
M.A., University of Maryland;
Ph.D., Harvard University

Sebastian Carito

Professor Emeritus of Biology
B.S., Manhattan College;
M.S., Ph.D., St. John's University

Suzanne M. Carr

Associate Professor of Nursing
B.S., Georgetown University;
M.S., Texas Women's University;
Ph.D., University of Texas at Arlington; R.N.

Agnes Cha

Assistant Professor of Pharmacy Practice
Pharm.D., University of Illinois at Chicago

Jack Chaikin

Professor Emeritus of Music
Diploma, Mannes College of Music;
B.S., M.A., New York University

Tempii Champion

Associate Professor of Communication Sciences & Disorders
B.S., Northeastern University;
M.S., Hampton University;
Ph.D., University of Massachusetts

Ishwar D. Chawla

Professor Emeritus of Chemistry and Biochemistry
B.S., M.S., Punjab University;
Ph.D., Kansas State University

Sweta Chawla

Assistant Professor of Pharmacy Practice

B.S., Philadelphia College of Pharmacy and Science;

M.S., Arnold & Marie Schwartz College of Pharmacy and Health Sciences, Long Island University;

Pharm.D., Philadelphia College of Pharmacy and Science

Sheldon Cheuse

Public Services Librarian; Professor Emeritus

A.B., M.L.S., Rutgers University;

M.A., M.B.A., Fairleigh Dickinson University

Denise Chung

Professor of Biology; Professor of Chemistry and Biochemistry

B.A., M.S., Ph.D., New York University

Ping-Tsai Chung

Chair, Department of Computer Science;

Assistant Professor of Computer Science

Diploma, National Taipei University of Technology (Taiwan);

M.S., Stevens Institute of Technology;

Ph.D., Polytechnic University of New York

Sam Y. Chung

Associate Professor of Finance

B.A., Kyung Hee University (South Korea);

M.B.A., Illinois State University;

M.S.F., Boston College;

Ph.D., University of Massachusetts (Amherst)

Lorraine A. Cicero

Assistant Dean for Academic and Student Affairs,

Arnold & Marie Schwartz College of Pharmacy and Health Sciences;

Associate Professor of Pharmacy Practice

B.S., St. John's University;

M.S., Arnold & Marie Schwartz College of Pharmacy and Health Sciences, Long Island University;

Pharm.D., St. John's University

Edward A. Clark

Professor Emeritus of Physics

B.S., Holy Cross College;

M.S., Ph.D., Fordham University

David Cohen

Dean, Richard L. Conolly College;

Professor of Biology

B.S., M.S., Long Island University;

Ph.D., New York University

Henry Cohen

Professor of Pharmacy Practice

B.S., M.S., Arnold & Marie Schwartz College of Pharmacy and Health Sciences, Long Island University;

Pharm.D., St. John's University

Morton Ari Cohen

Head of Cataloging; Professor Emeritus

B.A., Brooklyn College, CUNY; M.L.S., Pratt Institute

Victor Cohen

Assistant Professor of Pharmacy Practice

B.S., Bouvé College of Pharmacy and Health Sciences, Northeastern University;

Pharm.D., St. John's University

Maria Compte

Pre-Clinical Coordinator;

Associate Professor of Physician Assistant Studies

M.P.H., Tulane University;

M.D., University of Buenos Aires, Argentina

Gloria Cooper

Associate Professor of Music

B.S., M.M.Ed., University of Missouri;

Ed.D., Teachers College, Columbia University

Matthew Corrigan

Assistant Professor of Social Work

B.A., SUNY New Paltz;

M.S.W., Ph.D., SUNY Albany

Donna Covello

Assistant Professor of Occupational Therapy

B.S., Brooklyn College;

M.A., New York University;

O.T.D., Creighton University

Enna C. Crosman

Professor of Public Health

B.S., Hunter College, CUNY;

M.S., M.P.H., Columbia University;

R.N., C.N.M.

Margaret Cuonzo

Division Coordinator of Humanities;

Associate Professor of Philosophy

B.A., Barnard College;

M.Phil., Ph.D., Graduate Center, CUNY

Dennis M. Curley

Professor Emeritus of Biology

B.S., St. Bonaventure University;

M.S., Long Island University;

Ph.D., St. John's University

Anthony J. Cutie

Director, Division of Pharmaceutical Sciences;

Professor of Pharmaceutics

B.S., Brooklyn College of Pharmacy;

M.S., Ph.D., Rutgers University

Ruth Daniels

Assistant Professor of Teaching and Learning

B.A., M.A., City College, CUNY;

M.A., Ed.D., Columbia University

Jocelyn D'Antonio

Assistant Professor of Nursing

B.S., Molloy College;

M.S., Adelphi University

Cynthia Dantzie

Senior Professor of Visual Arts

B.F.A., Yale University;

M.F.A., Pratt Institute

Robert M. Danziger

Professor of Chemistry

B.S., Brooklyn College, CUNY;

M.S., Ph.D., Northeastern University

Retesh Dave

Assistant Professor of Pharmaceutics

B.S., K.L.E.'s College of Pharmacy (India);

Ph.D. Arnold & Marie Schwartz College of Pharmacy and Health Sciences, Long Island University

Marla Del Collins

Associate Professor of Communication Studies,

Performance Studies and Theatre

B.F.A., West Virginia University;

M.A., Ph.D., New York University

Anthony DePass

Assistant Vice President for Research

Development;

Associate Professor of Biology

B.S., University of Connecticut;

M.S., Ph.D., University of Massachusetts

Robert V. DiGregorio

Professor of Pharmacy Practice

B.S., St. John's University;

Pharm.D., Medical College of Virginia, Virginia Commonwealth University

Leah Dilworth

Department Chair;

Professor of English

B.A., Oberlin College;

M.A., Ph.D., Yale University

Alfred DiMaio

Professor Emeritus of Political Science

B.A., Colby College;

M.A., Ph.D., Harvard University

Katherine Dimitropoulou

Chair, Occupational Therapy;

Assistant Professor Occupational Therapy

B.S., Technological Educational Institution, Athens, Greece;

M.A., Ph.D., New York University

Adva Dinur

Associate Professor of Management

B.A., Hebrew University of Jerusalem;

Ph.D., Temple University

May Dobal

Associate Professor of Nursing
A.A.S., Queens College;
B.S., Long Island University;
M.N., Louisiana State;
Ph.D., University of Texas, Austin

Donna Dolinsky

Professor of Social and Administrative Sciences;
B.S., The University of Toledo;
M.A., Hollins College;
Ph.D., The University of Toledo

Edward Donahue

Division Coordinator of Science;
Associate Professor of Chemistry and
Biochemistry
B.S., St. Joseph's College;
Ph.D., Polytechnic Institute of New York

Joseph Dorinson

Professor of History
B.A., M. Phil., Columbia University

Francis H. Dowd

Associate Professor Emeritus of Biology
B.S., St. Francis College;
M.S., Long Island University

Emily Drabinski

Assistant Professor
Reference and Instruction Librarian
B.A., Columbia University;
M.L.S. Syracuse University;
M.A., Long Island University

Mary Jo Dropkin

Associate Professor of Nursing
B.S.N., Cornell University;
M.S.N., University of Nebraska;
Ph.D., New York University; R.N.

Erlinda N. Dubal

Assistant Professor of Nursing
B.S.N., University of Santo Tomas;
M.A., New York University;
M.B.A., Long Island University;
R.N., CNA-BC

Kevin Duffy

Assistant Professor of Athletic Training, Health
and Exercise Science
B.S., Brooklyn College;
M.S., Long Island University

Joan Duncan

Professor of Psychology
B.A., Howard University;
M.A., Ph.D., Clark University

Bridget M. Dwyer

Assistant Professor of Communication Sciences
and Disorders
B.A., M.S., Brooklyn College, CUNY

Rebecca E. Dyasi

Associate Professor of Teaching and Learning
B.Sc., University of Sierra Leone (West Africa);
M.S., Ph.D., University of Illinois at Urbana-
Champaign

Barry S. Eckert

Dean and Professor, School of Health Professions
B.S., M.S., University of Albany, SUNY;
Ph.D., University of Miami, School of Medicine

James Eckert

Assistant Professor of Physician Assistant Studies
B.A., Theological Seminary of Saint Charles
Borromeo;
B.A., Hahnemann University;
M.A., Loyola University

William Edelson

Professor Emeritus of Computer Science
B.E.E., The City College, CUNY;
M.S., Courant Institute, New York University;
Ph.D., Polytechnic Institute of New York

John Ehrenberg

Department Chair;
Professor of Political Science
B.A., Dartmouth College;
M.A., Ph.D., Stanford University

Ralph Engelman

Department Chair;
Senior Professor of Journalism
B.A., Earlham College;
M.A., Ph.D., Washington University (St. Louis)

John E. Exner, Jr.

Professor Emeritus of Psychology
B.S., M.S., Trinity University;
Ph.D., Cornell University

Kristin L. Fabbio

Assistant Professor of Pharmacy Practice
Pharm.D., St. John's University

Dalia Fahmy

Assistant Professor of Political Science
B.A., M.A., New York University;
Ph.D., Rutgers University

Ann E. Farber

Associate Professor Emerita of Mathematics
B.A., Barnard College;
M.A., Columbia University

Andrea Fass

Assistant Professor of Pharmacy Practice
B.S., Ph.D., Nova Southeastern University

Kenneth Fay

Assistant Professor Emeritus of Foreign
Languages
B.S., M.A., University of South Carolina;
Diplome d'Etudes Francaises, University of Aix-
Marseille

Stanley Feifer

Professor of Pharmacy;
B.S., Brooklyn College of Pharmacy;
M.S., St. John's University

John J. Ferraro

Professor Emeritus of Chemistry
B.S., Fordham University;
Ph.D., Polytechnic Institute of New York

Brooke D. Fidler

Assistant Professor of Pharmacy Practice
Pharm.D., University of Rhode Island

Joseph D. Filonowicz

Department Chair;
Professor of Philosophy
B.A., Hope College;
M.A., M. Phil., Ph.D., Columbia University

Domenic F. Firriolo

Professor Emeritus of Biology
B.S., St. Francis College;
M.S., Ph.D., St. John's University

Myrna L. Fischman

Chair, Department of Accounting, Taxation and
Law;
Professor of Accounting;
B.S., M.S., The City College, CUNY;
Ph.D., New York University;
CPA

Stuart Fishelson

Professor of Media Arts
B.A., M.A., Long Island University

Craig B. Fisher

Professor Emeritus of History
B.A., University of California at Berkeley;
M.L.S., Columbia University;
M.A., Harvard University;
Ph.D., Cornell University

JoAnn Floyd

Associate Professor Emerita of Teaching and
Learning
B.A., Universidad de las Americas (Mexico);
M.A., New York University;
Ed.D., Columbia University

Wing Fu

Director of Physical Therapy Admissions
B.S., Hong Kong Polytechnic University;
M.A., New York University;
Licensed Physical Therapist;
Pediatric Certified Specialist, OCS

Robert Fudin

Professor of Psychology
B.A., M.A., The City College, CUNY;
Ph.D., New York University

Jack Gabel

Professor Emeritus of History
B.A., M.A., The City College, CUNY;
Ph.D., New York University

Helen Galchus

Associate Professor Emerita of Community Health
Diploma, Bellevue Hospital School of Nursing;
B.S., New York University;
M.S., St. John's University;
Professional Diploma, Columbia University; R.N.

Elaine Fleisher Geller

Professor of Communication Sciences and Disorders
B.A., M.A., Queens College, CUNY;
Ph.D., Graduate Center, CUNY

Mohammed Ghriga

Dean, School of Business, Public Administration and Information Sciences;
Associate Professor of Computer Science
Dipl. d'Ingénieur d'état, University of Sciences and Technology (Algiers);
M.S., Ph.D., Polytechnic University of New York

Sealy Gilles

Associate Professor of English
B.A., Carleton College;
M.Phil., Ph.D., Graduate Center, CUNY

Suzanna Gim

Assistant Professor of Pharmacy Practice
B.A., M.P.H., New York University;
Pharm.D., University of Maryland

Amy Patraha Ginsberg

Associate Dean, School of Education;
Associate Professor of Human Development and Leadership
B.A., Tufts University;
M.A., M.Ed., Ph.D., Columbia University

Robert Glass

University Dean of International Education
Dean, Global College
B.A., University of British Columbia;
M.A., Temple University;
M.Phil., Ph.D., Syracuse University

Walter Glickman

Department of Physics Chair;
Professor of Physics
B.S., Alfred University;
M.S., Ph.D., Pennsylvania State University

Tamara Goldberg

Assistant Professor of Pharmacy Practice
Pharm.D., Arnold & Marie Schwartz College of Pharmacy and Health Sciences, Long Island University

Karen Denard Goldman

Chair, Public Health;
Associate Professor of Public Health
B.A., Beloit College;
M.S., Hunter College;
Ph.D., New York University

Claire Goodman

Associate Professor of Media Arts
B.A., Exeter University (U.K.);
M.A., Long Island University

Jonathan Gough

Assistant Professor of Chemistry
B.S., Eastern Nazarene College;
Ph.D., Syracuse University

Gail-Ann G. Greaves

Associate Professor of Communication Studies, Performance Studies and Theatre
B.A., M.A., Brooklyn College, CUNY;
Ph.D., Howard University

Carole Griffiths

Professor of Biology
B.A., Sarah Lawrence College;
M.A., Ph.D., The City College, CUNY

Glenn Gritzer

Associate Professor Emeritus of Sociology and Social Work
B.A., Augustana College;
M.S.W., Ph.D., New York University

Stacy Jaffee Gropack

Associate Dean, School of Health Professions
Associate Professor of Physical Therapy;
B.S., M.S., Long Island University;
Ph.D., New York University;
Licensed Physical Therapist

Stephen M. Gross

Professor of Social and Administrative Sciences;
Dean Emeritus, Arnold & Marie Schwartz College of Pharmacy and Health Sciences;
B.S., Columbia University;
M.A., Ed.D., Teachers College, Columbia University

Nancy Grove

Director of Galleries;
Associate Professor of Visual Arts
B.A., Sarah Lawrence College;
M.A., University of Chicago;
Ph.D., Graduate Center, CUNY

Charles Guarria

Chair of the Brooklyn Library
Acquisitions Librarian; Assistant Professor
B.A., State University of New York at Stony Brook;
M.L.I.S., City University of New York (Queens College);
M.S., Long Island University

Sara Haden

Assistant Professor of Psychology
B.A., University of Virginia;
M.A., University of Massachusetts, Dartmouth;
Ph.D., Virginia Polytechnic Institute & State University

Marshall Hagins

Professor of Physical Therapy
B.S., M.A., Ph.D., New York University;
Licensed Physical Therapist, OCS

David Hammerman

Professor Emeritus of Biology
B.S., The City College, CUNY;
M.S., Ph.D., New York University

Dolwyn Gale Harrison

Assistant Professor of Nursing
A.A.S., Borough Manhattan Community College;
B.S.N., SUNY – Health Science Center;
M.S., SUNY – Health Science Center

Ruth Harwood

Associate Professor Emerita of Anthropology
B.A., Wellesley College;
M.A., Ph.D., Columbia University

Dana Hash-Campbell

Department of Performing Arts Chair;
Associate Professor of Dance
B.F.A., Long Island University

Gale Stevens Haynes

Provost;
Professor of Political Science
B.A., M.A., Long Island University;
J.D., LL.D., St. John's University

Janet L. Haynes

Associate Professor of Biology
B.S., M.S., Long Island University;
M.Phil., Ph.D., New York University

Jonathan Haynes

Professor of English
B.A. McGill University;
M.A., Ph.D. Yale University

Hildi Hendrickson

Department of Sociology/Anthropology Chair;
Associate Professor of Anthropology
B.A., M.A., M.Phil., Ph.D., New York University

Barbara Henning

Professor Emerita of English
B.A., M.A., Wayne State University;
Ph.D., Union Graduate School

John High

Associate Professor of English
B.A., M.A., San Francisco State University

Albert I. Hirschberg

Professor Emeritus of Chemistry
B.S., Brooklyn College, CUNY;
M.S., Ph.D., Polytechnic Institute of New York

Jordan B. Hirshon

Professor Emeritus of Biology
B.S., The City College, CUNY;
Ph.D., Rutgers University

Michael Hittman

Professor of Anthropology
B.A., Long Island University;
M.A., New York University;
Ph.D., University of New Mexico

Christopher Ho

Assistant Professor of Pharmacy Practice
Pharm.D., Massachusetts College of Pharmacy and
Health Sciences

Sidney Horowitz

Professor Emeritus of History
B.A., M.A., Ph.D., New York University;
Certificate of the Russian Institute, Columbia
University

Patrick Horrigan

Associate Professor of English
B.A., Catholic University of America;
M.A., Ph.D., Columbia University

Stacey Horstmann-Gatti

Associate Professor of History
B.A. Hamilton College;
M.A., Ph.D. Emory University

Suei-Rong Huang

Professor Emeritus of Chemistry
B.S., National University (Taiwan);
M.S., New Mexico Highlands University;
Ph.D., Stevens Institute of Technology

Marvin S. Hurvich

Professor of Psychology
B.S., University of Alabama;
M.A., Ph.D., University of Pennsylvania

Esther Hyneman

Professor Emerita of English
B.A., Goucher College;
M.A., Ph.D., Columbia University

Frances Iacobellis

Assistant Professor of Nursing
B.S., Hunter College;
M.S., Wagner College

Anayo Ikeme

Associate Professor of Nursing
B.S., Rutgers University;
M.A., Rutgers University;
M.A., Ed.D., Columbia Teacher's College

Mary Ireland

Associate Professor of Nursing
B.S.N., Spaulding College;
M.A., Ph.D., New York University;
R.N.

Nancy Jackson,

Associate Professor of Nursing
B.S., Columbia University;
MA, New York University;
M.ED, Ed.D., Columbia Teacher's College

Linda Jacobs

*Associate Professor of Human Development and
Leadership*
B.A., Brooklyn College, CUNY;
M.S., Ph.D., New York University

Jacob H. Jaffe

Professor Emeritus of Journalism
B.Lit., Rutgers University;
M.S., Columbia University

Albert E. Johnson

Professor Emeritus of Economics and Finance
B.B.A., Pace University;
M.B.A., Ph.D., New York University

Thomas J. Johnson

Division Director of Respiratory Care
B.A., Fordham University;
M.S., Long Island University;
Licensed Advanced Practitioner, Respiratory
Therapist, New York;
Licensed Respiratory Care Practitioner, New
Jersey; Registered Respiratory Therapist

Kimberly Jones

Associate Professor of History
B.A., Trinity College;
M.A., Ph.D., University of California at Los
Angeles

Samuel C. Jones

Associate Professor of Social Work
B.A., SUNY at Stony Brook;
M.S.W., D.S.W., Hunter College, CUNY

Susanna Jones

Associate Professor of Social Work
B.A., California State University, Northridge;
M.S.W., San Jose State University

Cecil K. Joseph

Assistant Professor of Biochemistry (Pharmacy)
B.S., University of Toronto (Canada);
Ph.D., Hunter College, CUNY

Yusof McDadlly Juwayeyi

Associate Professor of Anthropology
B.Soc.Sci., University of Malawi (Malawi);
M.A., C.Phil., Ph.D. University of California,
Berkeley

Cristiana Kahl Collins

Assistant Professor of Physical Therapy;
B.S., M.A., New York University;
Ph.D., Nova Southeastern University;
Neurologic Certified Specialist;
Licensed Physical Therapist

Samuel R. Kamhi

Associate Professor Emeritus of Physics
B.S., Ph.D., Columbia University

Jordan J. Kaplan

Director, M.S. in Human Resource Management;
Associate Professor of Management
B.A., M.B.A., Long Island University;
D.B.A., University of Sarasota

Michael Kavic

Assistant Professor of Physics
B.S., University of Minnesota, Twin Cities
M.S., University of North Carolina, Chapel Hill
Ph.D., Virginia Tech

Carole Kazlow

Professor Emeritus of Teaching and Learning
B.A., M.S., Queens College, CUNY;
Ph.D., New York University

Edward Keane

Assistant Professor
Reference and Instruction Librarian
B.A., Syracuse University;
M.A., Stony Brook University;
M.L.A., Queens College

Patricia Keogh

Head of Cataloging;
Assistant Professor
B.A., University of Virginia;
M.L.S., University of Texas;
M.A., St. Mary's University

Kathleen Kesson

Department of Teaching and Learning Chair;
Professor of Teaching and Learning;
M.S.Ed., Ed.D., Oklahoma State University

Camille Kiefer

Coordinator of Admission and Recruitment,
Physician Assistant Program
A.A.S., SUNY at Farmingdale;
B.S., Long Island University;
R.N., Certified Physician Assistant

John Killoran

Assistant Professor of English
B.A., Concordia University;
M.A., Ph.D., University of Waterloo

Dawn F. Kilts

Professor of Nursing; School of Nursing
B.S., Adelphi University;
M.A., New York University;
Certificate, Molloy College;
R.N., Adult Nurse Practitioner

Haesook Kim

Associate Professor of Sociology
B.A., M.A., Ewha University, Korea;
M.A., M.Phil., Ph.D., Columbia University

Rachel King

Head of Library Media Center;
Assistant Professor
B.A., Wellesley College;
M.A., Columbia University;
M.S.I.S; University at Albany

Harold L. Kirschenbaum

Associate Dean for Professional Affairs, Arnold & Marie Schwartz College of Pharmacy and Health Sciences ;
Professor of Pharmacy Practice
B.S., Brooklyn College of Pharmacy;
M.S., Long Island University;
Pharm.D., Massachusetts College of Pharmacy

Troy Kish

Assistant Professor of Pharmacy Practice
Pharm.D., University of Toledo

Seymour Kleinberg

Professor Emeritus of English
B.A., The City College, CUNY;
M.A., University of Connecticut;
Ph.D., University of Michigan

Chemia J. Kleinman

Professor Emeritus of Physics
B.A., Yeshiva University;
M.S., Ph.D., New York University

John E. Knight

Associate Professor of Mathematics
B.A., Northwestern University;
M.S., Ph.D., Polytechnic University of New York

Laura L. Koenig

Associate Professor of Communication Sciences and Disorders
B.A., University of Chicago;
M.A., University of Pennsylvania;
Ph.D., Graduate Center, CUNY

Gary Kose

Director, M.A. Program;
Professor of Psychology
B.A., Temple University;
Ph.D., Graduate Center, CUNY

Dragos D. Kostich

Professor Emeritus of Interdisciplinary Studies
Diplome, Institute des Sciences Politiques,
University of Paris

Cecilia Kovac

Director of Molecular Biology
Associate Professor of Biology
B.S., St. John's University;
M.S., New York University;
M.Ph., Ph.D., Columbia University

Elizabeth Kudadjie-Gyamfi

Department of Psychology Chair;
Associate Professor of Psychology
B.Sc., University of Ghana;
M.A., Ph.D., SUNY at Stony Brook

Anne Kugler

Assistant Professor of Pharmacy Practice
B.S., Randolph-Macon College
Pharm.D., Arnold & Marie Schwartz College of Pharmacy and Health Sciences, Long Island University

Su-Hwan Kwan

Assistant Professor of Biology
B.S., M.S., Ph.D., Yonsei University

Dong Kwon

Assistant Professor of Biology
B.S., M.S., Kangwon National University, Korea
Ph.D., Georgia State University

Seema Lall

Assistant Professor of Nursing
B.S., New Delhi, India;
B.S.N., RAK College of Nursing, New Delhi, India;
M.S.N., Lehman College

John E. Lane

Professor Emeritus of History
B.S., M.A., Certificate of the East Asian Institute,
Columbia University

Kevin Lauth

Associate Dean, Richard L. Conolly College;
Professor of Media Arts
B.A., Lehman College, CUNY;
M.S., Brooklyn College, CUNY

Valerie Lava

Associate Professor of Teaching and Learning
B.A., Brooklyn College, CUNY;
M.S., Hunter College, CUNY;
Ed.D., Teachers College, Columbia University

Glen D. Lawrence

Professor of Chemistry and Biochemistry
B.S., Pratt Institute;
M.A., SUNY at Plattsburgh;
Ph.D., Utah State University

Christopher League

Associate Professor of Computer Science
B.S., Johns Hopkins University;
M.S., University of Maryland;
Ph.D., Yale University

Kamel Lecheheb

Dean, Information Technology;
Associate Professor of Physics
M.S., Ph.D., New York Polytechnic

Ben Bumsun Lee

Professor Emeritus of Accounting
B.A., Seoul National University;
M.B.A., Ph.D., New York University; CPA

Supawadee Lee

Assistant Professor of Occupational Therapy
B.S., Chiang Mai University;
M.S., Mahidol University;
M.A., Ph.D., New York University

Laurie Lehman

Associate Professor of Teaching and Learning
B.A., Clark University;
M.A., Arizona State University;
Ph.D., New York University

Nancy Lemberger

Associate Professor of Teaching and Learning
B.A., M.S., California State University;
Ed.M., Ed.D., Teachers College, Columbia University

Melissa Lent

Coordinator of B.S., in Health Science
B.A., Stony Brook University, SUNY;
M.S. Ed., Long Island University

Timothy Leslie

Assistant Professor of Biology
B.S., Ph.D., Penn State

Helisse Levine

Director, Advanced Certificate in Not-for-Profit Management;
Assistant Professor of Public Administration
B.A., M.A., Fairleigh Dickinson University;
Ph.D., Rutgers University

Esther Levine-Brill

Professor of Nursing
B.S., M.S., Hunter College, CUNY;
Ph.D., New York University;
R.N., Adult Nurse Practitioner;
APRN-BC Post-Master's Certificate, Long Island University; ANP

Xiao-Ming Li

Professor Emerita of English
M.A., East China Teachers' University
(Shanghai);
M.A., Ph.D., University of New Hampshire

Celia Lichtman

Professor of Foreign Languages and Literature
B.A., Brooklyn College, CUNY;
M.A., Ph.D., New York University

Aaron Lieberman

Associate Professor of Human Development and Leadership
B.S., Brooklyn College, CUNY;
M.S.W., D.S.W., Yeshiva University

Andrew Livanis

Department of Human Development and Leadership Chair;
Associate Professor of Human Development and Leadership
B.A., M.S., St. John's University
Ph.D., Graduate Center, CUNY

Waldo J. Lombardi

Professor Emeritus of Economics
B.A., M.S., Long Island University;
M.A., Ph.D., Columbia University

Madeleine Long

Professor Emerita of Teaching and Learning
B.A., Queens College, CUNY;
M.A., Harvard University;
Ed.D., Columbia University

Ray C. Longtin

Professor Emeritus of English
B.A., University of Washington;
M.A., Ph.D., Columbia University

John M. Lonie

Associate Professor of Social and Administrative Sciences
B.S., Arnold & Marie Schwartz College of Pharmacy and Health Sciences, Long Island University;
M.A., New School for Social Research;
Ed.D., Teachers College, Columbia University

Rosalyn Le Blanc Loo

Assistant Professor of Dance
B.F.A., SUNY Purchase

Hilary Lorenz

Department of Visual Arts and Media Arts Chair;
Associate Professor of Visual Arts and Media Arts
B.S., Western Michigan University;
M.A., M.F.A. University of Iowa

Anne G. Loscalzo

Professor Emeritus of Chemistry
B.A., M.S., Ph.D., New York University

Hannia Lujan-Upton

Associate Professor of Chemistry and Biochemistry
B.S., St. Francis College;
Ph.D., Polytechnic University of New York

Beverly Lyons

Director, Master of Public Administration Program;
Director, Advanced Certificate in Gerontology Administration;
Professor of Public Administration
B.A., Queens College, CUNY;
M.A., New York University;
Ph.D., Fordham University

Amy Ma

Assistant Professor of Nursing
A.A.S., Kishwaukee College
B.S., M.S. Chemical Engineering, East China University of Science and Engineering
M.S., Family Nurse Practitioner, Medical University of South Carolina
R.N., FNP, APRN-C
DNP, Case Western Reserve University

Carole Maccotta

Assistant Professor of Foreign Languages and Literature
B.A., M.A., Universite Paul Valery, France
P.D., University of North Carolina

Richard W. Macomber

Professor Emeritus of Physics
B.S., M.S., Northwestern University;
A.M., Harvard University;
Ph.D., University of Iowa

Carol Z. Magai

Dean, Graduate Research;
Professor of Psychology
B.A., M.A., Michigan State University;
Ph.D., Rutgers University

Sandra Maldonado

Assistant Professor of Nursing
B.S., Hunter College;
B.S., SUNY Downstate;
M.S., Hunter-Bellevue

Harriet Malinowitz

Professor of English
B.A., Queens College, CUNY;
M.F.A., University of Massachusetts at Amherst;
M.A., Hunter College, CUNY;
Ph.D., New York University

Fraidy N. Maltz

Assistant Professor of Pharmacy Practice
B.S., M.S., Pharm.D., Arnold and Marie Schwartz College of Pharmacy and Health Sciences, Long Island University

Kathleen A. Marsala-Cervasio

Assistant Professor of Nursing
B.S., Staten Island College, CUNY;
M.S., Hunter College, CUNY;
Ph.D., Kennington University
R.N., CS, CCRN

Lorraine Marsh

Associate Professor of Biology
A.B., University of California at Santa Cruz;
M.A., San Francisco State College;
Ph.D., Massachusetts Institute of Technology

Michael Masaracchio

Associate Professor of Physical Therapy
B.S., M.S., Long Island University;
DPT, Creighton University

Marion Masterson

Director of Clinical Education, Division of Physician Assistant Studies;
B.S., Long Island University;
M.P.A.S., University of Nebraska;
Certified Physician Assistant

Nino Marzella

Associate Professor of Pharmacy Practice
B.S., M.S., Pharm.D., Arnold and Marie Schwartz College of Pharmacy and Health Sciences, Long Island University

Nikita Matsunaga

Associate Professor of Chemistry and Biochemistry
B.A., American International College;
Ph.D., Iowa State University

Charles Matz

Professor of English
B.A. Rutgers University;
M.A. Columbia University;
Ph.D. University of Notre Dame

Donald McCrary

Associate Professor of English
B.A., M.A., University of Massachusetts at Boston;
Ph.D., New York University

Maria McGarrity

Associate Professor of English
B.A., Rutgers University;
M.A., University of New Orleans;
Ph.D., University of Miami

Howard Mcguire

Professor of Psychology
B.S., M.S., Ph.D., University of Illinois

Sylvester McKenna

Professor Emeritus of Biology
B.S., Richmond College, CUNY;
M.S., Long Island University;
Ph.D., New York University

J. Patrice McSherry

Professor of Political Science
B.A., University of California at Berkeley;
M.A., Ph.D., Graduate Center, CUNY

Kevin Meehan

Assistant Professor of Psychology
B.A., New York University
M.A., John Jay College of Criminal Justice
Ph.D., Graduate Center, CUNY

Monica D. Mehta

Assistant Professor of Pharmacy Practice
B.S., University of Houston;
Pharm.D., University of Texas (Austin)

Valerie Michelsen

Professor Emerita of Nursing
A.A.S., SUNY at Farmingdale;
B.S., Long Island University;
B.S./M.S., Adelphi University; R.N.

Florence Miller

Professor Emerita of Management
B.S., Pennsylvania State College;
M.S., New York University

Clarence Teague Mims

Assistant Professor of History
B.A., Tufts University
M.A., Ph.D., Columbia University

Yuko Minowa

Associate Professor of Marketing
B.S., Ph.D., Rutgers University

Diana Mitrano

Assistant Professor
Cataloging Librarian
B.A., New York University;
M.L.S., M.S.Ed., Long Island University

Kathleen Modrowski

Director of North American and European Studies
B.A., University of Toledo
M.A., École des Hautes Études en Sciences
Sociales (EHESS)
A.B.D., École des Hautes Études en Sciences
Sociales (EHESS)

Marjan Moghaddam

Professor of Media Arts
B.A., Empire State College

Shahriar Mokhtari-Sharghi

Associate Professor of Mathematics
B.S., Sharif University of Technology (Iran);
M.A., Ph.D., Columbia University

Jeanmaire Molina

Assistant Professor of Biology
B.S., University of the Philippines
Ph.D., Rutgers University

Stephen Molton

*Assistant Professor of Writing & Producing for
Television*
B.F.A., Kansas City Art Institute

Maxine Morgan-Thomas

Assistant Professor of Business Law
B.A., Queens College of the City University of
New York;
J.D., Columbia Law School, Columbia University;
CPA

Joseph Morin

Department of Biology Chair;
Professor of Biology
B.S., Southeastern Massachusetts University;
Ph.D., University of Wisconsin

Nelson Moses

*Department of Communication Sciences and
Disorders Chair;*
*Professor of Communication Sciences and
Disorders*
B.A., M.A., The City College, CUNY;
Ph.D., New York University

Iris Mule

*Director of Master of Social Work Field
Education;*
B.S.W., Virginia Commonwealth University,
School of Social Work;
M.W.W., New York University, School of Social
Work

Christy Mulligan

*Assistant Professor of Human Development and
Leadership*
B.S., Kutztown University;
M.S., Eastern College;
Psy.D., Philadelphia College of Osteopathic
Medicine

Deborah Mutnick

Professor of English
B.A., University of Michigan;
M.F.A., University of North Carolina;
Ph.D., New York University

Russell Myers

Professor of Mathematics
B.S., Ph.D., Penn State University;
M.S., SUNY at Stony Brook

Jadwiga S. Najib

Professor of Pharmacy Practice
B.S., St. John's University;
Pharm.D., University of Minnesota, Twin Cities

Maureen Nappi

Assistant Professor of Media Studies
B.F.A., M.A., Ph.D., New York University

Stanley Nass

Professor of Human Development and Leadership
B.A., The City College, CUNY;
M.A., New York University;
M.A., Ed.D., Columbia University

Joseph Nathan

Associate Professor of Pharmacy Practice
B.S., M.S., Arnold and Marie Schwartz College of
Pharmacy and Health Sciences, Long Island
University;
Pharm.D., University of Arkansas for Medical
Sciences

Robert B. Nathanson

Professor Emeritus of Teaching and Learning
B.A., Brooklyn College, CUNY;
M.S.W., Columbia University School of Social
Work;
Ed.M., Ed.D., Teachers College, Columbia
University

Ruth F. Necheles

Professor Emerita of History
A.B., M.A., Ph.D., University of Chicago

Susan Nesbit

Assistant Professor of Occupational Therapy
B.S., Ohio State University;
M.S., Columbia University

Samuel Newsome

Assistant Professor of Music
B.A., Berklee College of Music;
M.A., SUNY Purchase

Timothy V. Nguyen

Assistant Professor of Pharmacy Practice
B.S. in Pharm., Rutgers, The State University of
New Jersey;
Pharm.D., University of the Sciences in
Philadelphia

Anna I. Nogid

Associate Professor of Pharmacy Practice
B.S., Pharm.D., Arnold & Marie Schwartz College
of Pharmacy and Health Sciences, Long Island
University

Patricia O'Brien

Associate Professor of Nursing
B.S., Hunter College;
M.A., New York University;
Ph.D., Adelphi University

John O'Leary

Associate Professor of Nursing
A.A.S., Misericordia Hospital College of Nursing
B.A., Hunter College;
M.S., Queens College;
M.S., Lehman College;
M.S., Cornell University;
J.D., CUNY - School of Law

Doris Obler

Assistant Professor of Occupational Therapy
B.S., SUNY Downstate Medical Center;
M.S.W., Adelphi University

Christine Okpomeshine

Assistant Professor of Nursing
B.S., M.S., Seton Hall

Robert G. Olson

Professor Emeritus of Philosophy
B.A., University of Minnesota;
Docteur de l'Université de Paris;
Ph.D., University of Michigan

Renee Ortega

Academic Field Work Coordinator for Occupational Therapy;
A.A.S., Mercy College;
B.F.A., Long Island University;
B.S., Mercy College

Amber Pabon

Visiting Assistant Professor
B.A., University of California, Los Angeles;
M.A., Brooklyn College, CUNY;
Ed.D., The Graduate Center, CUNY

John Papadopoulos

Associate Professor of Pharmacy Practice
B.S., St. John's University;
Pharm.D., Arnold & Marie Schwartz College of Pharmacy and Health Sciences, Long Island University

Nicholas Papouchis

Director of Ph.D. Program;
Professor of Psychology
B.S., Queens College, CUNY;
Ph.D., Graduate Center, CUNY

Evangelos Pappas

Interim Chair of Physical Therapy;
Associate Professor of Physical Therapy
B.S., T.E.I. of Thessalonaki (Greece);
M.S., Quinnipac College;
Orthopedic Certified Specialist;
Licensed Physical Therapist

Louis Parascandola

Professor of English
B.A., Brooklyn College;
M.A., Long Island University;
M.L.S., Pratt Institute;
Ph.D., Graduate Center, CUNY

Barbara Parisi

Professor of Communication Studies, Performance Studies and Theatre
B.A., Hunter College, CUNY;
M.A., New York University;
M.A., Brooklyn College, CUNY;
M.A., Graduate Center, CUNY;
Ph.D., New York University

Samuel Park

Professor of Mathematics
B.S., West Virginia Wesleyan;
M.A., Ph.D., University of Pittsburgh

Isabel D. Pascale

Professor Emeritus of Human Development and Leadership
B.A., M.S., Certificate in Administration and Supervision, Hunter College, CUNY;
Ed.D., Fordham University

Nagin K. Patel

Professor of Industrial Pharmacy
B.Pharm., Gujarat University (India);
M.S., Temple University;
Ph.D., University of Maryland

Robert Pattison

Professor of English
A.B. Yale University;
M.A. University of Sussex;
Ph.D. Columbia University

Ximara Peckham

Instructor of Biology
M.D. Caldas University (Colombia)

Thomas Peele

Associate Professor of English
B.A., New York University
M.A., City College of New York
Ph.D., University of South Florida

Shelley L. Peffer

Assistant Professor of Public Administration
B.A., Kent State University;
M.P.A., J.D., Ph.D., Cleveland State University

Linda S. Penn

Director of Psychological Services;
Professor of Psychology
B.A., University of Michigan;
Ph.D., Adelphi University

Richard Perry

Assistant Professor of Pharmacy Practice
Pharm.D., University of Rhode Island

Rebecca A. Petersen

Clinical Coordinator, Division of Athletic Training, Health and Exercise Science;
B.S., Old Dominion University;
M.S., Long Island University;
Certified Athletic Trainer

Anthony Q. Pham

Assistant Professor of Pharmacy Practice
B.S., B.S., University of California, Irvine
Pharm.D., University of California, Los Angeles

Fotios M. Plakogiannis

Professor of Pharmaceutics;
Pharmacy Diploma, University of Athens (Greece);
M.S., Ohio State University;
Ph.D., University of Southern California

Roda Plakogiannis

Associate Professor of Pharmacy Practice
B.S., Pharm.D., Arnold and Marie Schwartz College of Pharmacy and Health Sciences, Long Island University

June Polak

Professor of Biology
B.S., Brooklyn College, CUNY;
M.S., Long Island University;
Ph.D., New York University

Max Polisar

Assistant Professor of Communication Studies, Performance Studies and Theatre
B.A., M.A., Brooklyn College, CUNY

Eric Posmentier

Professor Emeritus of Mathematics and Physics
B.S., The City College, CUNY;
Ph.D., Columbia University

Michael Pregot

Assistant Professor of Human Development and Leadership
B.A., M.A.T., Assumption College;
M.A., Framingham State College;
Ed.D., Boston University

Eunice Y. Pyon

Assistant Professor of Pharmacy Practice
B.S., University of California, Berkeley;
Pharm.D., University of California, San Francisco

Elaena Quattrocchi

Associate Professor of Pharmacy Practice
B.S., Pharm.D., St. John's University

Gregory J. Racz

Department of Foreign Language and Literature Chair;
Associate Professor of Foreign Languages & Literature
B.A., Rutgers University;
M.A., Ph.D., Princeton University

Paul Michael Ramirez

Professor of Psychology
B.A., Herbert Lehman College, CUNY;
M.A., New York University;
M.A., The City College, CUNY;
M.Phil., Ph.D., Graduate Center, CUNY

Warren Ratna

Professor of Pharmacology
B.Sc. Hons., University of Sri Lanka, Colombo (Sri Lanka);
M.S., University of South Carolina;
Ph.D., Stony Brook, SUNY

Jennifer Rauch

Associate Professor of Journalism
B.A., The Penn State University;
M.J., Temple University

Tracye Rawls-Martin

Director, Athletic Training Education Programs;
Assistant Professor of Athletic Training,
Health and Exercise Science
B.S., M.S., Long Island University

Anthony A. Reidlinger

Professor Emeritus of Chemistry
B.A., Hofstra University;
M.S., Ph.D., New York University

John P. Reilly

Associate Emeritus Professor of History
A.B., A.M., St. Louis University;
Ph.D., Columbia University

Diane Reynolds

Associate Professor of Nursing
B.S.N., Hunter College/Bellevue School of Nursing;
M.S., SUNY Health Science Center at Brooklyn
Ed.D., Columbia Teacher's College

Ashley Richardson

Assistant Professor of Pharmacy Practice
Pharm.D., Northeastern University Bouve College of Health Sciences School of Pharmacy

Martin Ries

Professor Emeritus of Art
B.A., American University;
M.A., Hunter College, CUNY

Luis F. Riquelme

Instructor of Communication Sciences and Disorders
B.A., Long Island University;
M.S., Teachers College, Columbia University

Barry A. Ritzler

Professor Emeritus of Psychology
B.A., Manchester College;
M.A., Ph.D., Wayne State University

Klaudia Rivera

Professor of Teaching and Learning
B.S., Central America University, Managua, Nicaragua;
M.S., Bank Street College of Education;
Ed.D., Teachers College, Columbia University

Anastasia Rivkin

Director, Division of Pharmacy Practice;
Associate Professor of Pharmacy Practice
Pharm.D., North Dakota State University

Robert Rochlin

Professor Emeritus of Accounting and Taxation
B.S., M.B.A., New York University;
CPA

Gustavo Rodriguez

Associate Professor of Economics
B.S., Universidad de Buenos Aires (Argentina);
M.A., Ph.D., New York University

Jose Rodriguez

Professor of Computer Science
B.A., Rutgers University;
M.S., New York University;
Ph.D., Stevens Institute of Technology

Donald W. Rogers

Professor Emeritus of Chemistry
B.A., Princeton University;
M.A., Wesleyan University;
Ph.D., University of North Carolina

Renie Rondan-Jackson

M.S.W. Field Work Coordinator
M.S.W., Hunter College

Jan Rosenberg

Professor Emerita of Sociology
B.A., M.A., University of Illinois;
Ph.D., University of Massachusetts

Jessica M. Rosenberg

Associate Professor of Social Work
B.A., Sarah Lawrence College;
M.S.W., School of Social Work, Hunter College;
Ph.D., Yeshiva University

Norman V. Rothwell

Professor Emeritus of Biology
B.S., Rutgers University;
Ph.D., Indiana University

Elizabeth A. Rudey

Professor of Visual Arts
B.A., New York University;
M.A., M.Ed., Ed.D., Teachers College, Columbia University

Peter Salber

Coordinator of User Services;
Associate Professor
B.A., Canisius College;
M.A., New York University;
M.S.L.I.S., Pratt Institute

Yasser Salem

Associate Professor of Physical Therapy
B.S., M.S., Cairo University (Egypt);
Ph.D., University of Central Arkansas

Sara Salloum

Assistant Professor of Teaching and Learning
B.Sc., Beirut University College;
M.A., American University of Beirut;
Ph.D., University of Illinois (Urbana- Champaign)

Elizabeth A. J. Salzer

Division Director of Physician Assistant Program
A.B., Smith College;
B.S. Long Island University;
M.A., Columbia University;
Certified Physician Assistant

Lisa Samstag

Professor of Psychology
B.A., Queen's University (Ontario, Canada);
M.A., M.Phil., Ph.D., The City College, CUNY

Jose Ramon Sanchez

Director, Urban Studies Department
Professor of Political Science;
B.A., Columbia University;
M.A., University of Michigan;
Ph.D., New York University

Hazel Sanderson-Marcoux

Acting Dean of Nursing;
Associate Professor of Nursing;
R.N. Advisor;
B.S., Long Island University;
M.Ed., Ed.D., Columbia University, R.N.

John Sannuto

Associate Professor of Communication Studies,
Performance Studies and Theatre
B.A., Brooklyn College;
M.A., D.A., New York University

Anthony Santella

Assistant Professor of Public Health
B.S., University of Connecticut;
M.P.H., Emory University;
Dr.P.H., Tulane University

Michael Saraceno

Associate Professor of Occupational Therapy
B.A., M.S., Touro College;
Registered Occupational Therapist

Kimberly Sarosky

Assistant Professor of Pharmacy Practice
Pharm.D., Wilkes University (Pennsylvania)

Benjamin Saunders

Assistant Professor of Psychology
B.A., University of Michigan;
M.A., Ph.D., University of Illinois

Vincent Scerbinski

Associate Professor of Accounting
A.B., Fairfield University;
M.B.A., St. Johns University;
C.P.A., New York and New Jersey

Wayne Schnatter

Associate Professor of Chemistry and Biochemistry

B.S. in Chemistry, B.S. in Biology, Rensselaer Polytechnic Institute;

M.A., Ph.D., Princeton University

Elliott P. Schuman

Professor of Psychology

B.S., United States Naval Academy;

M.A., Ph.D., Columbia University

Peter Schwarzburg

Professor Emeritus of Teaching and Learning

B.A., M.A., Columbia University;

Ph.D., New School for Social Research

Bernard Schweizer

Associate Professor of English;

B.A., University of Minnesota;

Ph.D., Duke University

Anne Hiller Scott

Associate Professor of Occupational Therapy

B.A., M.A., Ph.D., New York University;

Registered Occupational Therapist

Fellow of the American Occupational Therapy Association

Kenneth W. Scott

Professor Emeritus of English

B.A., Queens College, CUNY;

M.A., Columbia University

Keith Serafy

Professor of Biology

B.A. University of South Florida;

M.A., Ph.D. University of Maine

Bupendra K. Shah

Assistant Professor of Social and Administrative Sciences

B.S. Poona College of Pharmacy (India);

M.S., University of Toledo;

Ph.D., University of Wisconsin-Madison

Roopali Sharma

Assistant Professor of Pharmacy Practice

B.S., University of Rhode Island;

Pharm.D., St. John's University

Alexander Shedrinsky

Professor of Chemistry and Biochemistry

M.S., Leningrad University (U.S.S.R.);

M.S., Ph.D., New York University

Simon Sheppard

Assistant Professor of Political Science

B.A., Auckland University;

M.A., Victoria University of Wellington;

Ph.D., John Hopkins University

Mariam Sherar

Assistant Professor Emerita of Sociology

B.A., M.A., Michigan State University

Herbert Sherman

Chair, Department of Managerial Sciences

Professor of Management

B.A., City College of New York;

M.S., Polytechnic University;

Ph.D., The Union Institute and University

(Cincinnati, OH)

Lu Feng Shi

Assistant Professor of Communication Sciences & Disorders

B.M. Shanghai Medical University;

M.S., Ph.D., Syracuse University

Ellen L. Short

Associate Professor of Human Development and Leadership

B.A., Lawrence University;

M.A., Northwestern University;

Ph.D. New York University

Joanna Shulman

Medical Director, Physician Assistant Studies

B.S., Swarthmore College;

M.S., Massachusetts Institute of Technology;

M.D., New York Medical College

Madiha B. Sidhom

Associate Professor of Pharmaceutics

B.S., M.S., University of Assiut (Egypt);

Ph.D., Moscow First Medical Institute (U.S.S.R.)

Alvin Siegel

Professor of Chemistry and Biochemistry

B.S. The City College, CUNY;

Ph.D. Rutgers University

Esther Siegel

Professor Emerita of Nursing

B.S., M.S., Adelphi University;

Ed.D., Teachers College, Columbia University;

R.N.

Nicki Silberman

Director of Clinical Education

B.A., Tufts University;

M.P.T., University of Delaware;

D.P.T., Massachusetts General Hospital Institute

of Health Professions

Licensed Physical Therapist

Howard Silverstein

Professor Emeritus of English

B.A., Rutgers University;

M.A., University of Minnesota;

Ph.D., New York University

Judith Singer

Associate Professor Emeritus of Teaching and Learning

B.A., Douglass College, Rutgers University;

M.S., Brooklyn College, CUNY;

Ph.D., New York University

George A. Small

Professor Emeritus of English

B.A., M.A., University of New Mexico;

Ph.D., University of Pennsylvania

W. Reeves Smith

Professor Emeritus of Biology

B.S., South Carolina State College;

M.S., Ph.D., Fordham University

Michael Sohn

Instructor of English

B.A., M.A., Ph.D., New York University

Eugene Spatz

Sports Sciences; Division Director;

Coordinator, Adapted Physical Education Track and Coaching and Conditioning Track

B.S., University of Michigan;

M.S., Long Island University

Amanda Speakes-Lewis

Assistant Professor of Social Work

B.A., M.S.W., Stony Brook University, SUNY;

D.S.W., Adelphi University

David Spierer

Associate Professor of Athletic Training, Health and Exercise Science

M.A., Ph.D., Columbia University

Grazia Stagni

Associate Professor of Pharmaceutics

B.S., Università Degli Studi di Bologna (Italy);

M.S., Ph.D., University of Texas at Austin

Nathaniel R. Stanley

Professor Emeritus of Mathematics

B.S., The City College, CUNY;

M.S., Ph.D., New York University

Rebecca A. States

Associate Professor of Physical Therapy

B.A., Barnard College, Columbia University;

M.A., Teachers College, Columbia University;

Ph.D., Columbia University

Patricia Stephens

Associate Professor of English; Department Chair

B.A., The City College, CUNY;

M.A., Graduate Center, CUNY;

Ph.D., New York University

Brook Stowe

Coordinator of Library Instruction;
Assistant Professor
B.A., Vermont College;
M.L.S., Queens College;
M.A., Long Island University

Milorad V. Stricevic

Director, M.S. in Health Sciences;
Professor of Athletic Training, Health and
Exercise Science
M.D., Belgrade University Medical School
(Yugoslavia)

Judith Stuart

Professor Emerita of Dance
B.A., M.F.A., Brooklyn College, CUNY

Harry Stucke

Director, M.B.A. Program;
Professor of Management;
B.S., Fordham University;
M.B.A., New York University

Meiyu Su

Associate Professor of Mathematics
B.S., M.S., Henan Normal University (China);
Ph.D., Graduate Center, CUNY

Srividhya Swaminathan

Associate Professor of English
B.A., University of Texas, Austin;
M.A., Ph.D., Pennsylvania State University

Theresa Sweeny

Associate Professor of Nursing
A.A.S., Excelsior College;
B.A., University of California;
M.S., Excelsior College;
M.S., University of California;
D.P.H., University of California

Candy Systra

Director, New York City Teaching Fellows
Program;
Assistant Professor of Teaching and Learning;
B.A., Brooklyn College, CUNY;
M.A., Antioch Graduate School of Education;
M.A., Teachers College, Columbia University

David R. Taft

Dean, Arnold & Marie Schwartz College of
Pharmacy and Health Sciences;
Professor of Pharmaceutics
B.S., University of Rhode Island;
Ph.D., University of Connecticut

Martin Teiger

Professor of Physics
A.B., M.A., Ph.D., Columbia University

Jose Tello

Assistant Professor of Biology
B.Sc., Universidad Ricardo Palma, Peru
M.Sc., University of Missouri, St. Louis
Ph.D., University of Illinois at Chicago

Joan Templeton

Professor Emerita of English
B.A., Centenary College;
M.A., Ph.D., University of Oregon

Theologia Ternas

Assistant Professor of Pharmacy Practice
Pharm.D., St. John's University College of
Pharmacy

Larry D. Terry, II

Assistant Professor of Public Administration
B.A., University of California at Santa Barbara;
M.P.A., San Diego State University;
Ph.D., University of Texas at Dallas

Arpi Siran Terzian

Assistant Professor of Athletic Training, Health
and Exercise Science
B.A., Brown University;
M.P.H., Emory Rollins School of Public Health
Ph.D., John Hopkins Bloomberg School of Public
Health

Cecelia Traugh

Dean, School of Education;
Director, Center for Urban Educators;
Professor of Teaching and Learning
B.A., M.A., University of California (Riverside);
Ph.D., University of California (Berkeley)

John K. Tseng

Professor Emeritus of Chemistry and Biochemistry
B.S., Cheng Kung University (Taiwan);
M.S., Ph.D., University of North Dakota

Irwin Tucker

Associate Professor Emeritus of Mathematics
B.A., St. John's College;
License es Lettres, University of Paris

Martha Tyrone

Assistant Professor of Communication Sciences &
Disorders
B.A., M.S., University of Chicago;
M.S., Rutgers University;
Ph.D., City University, London

Hatice Uzun

Associate Professor of Finance
B.S., Hacettepe University, Turkey;
M.B.A., Ph.D., Drexel University

Michael Valenti

Assistant Professor of Nursing
A.A.S., Long Island College Hospital;
B.S., St. Francis College;
M.S., New York University

Ranbir Varma

Professor Emeritus of Economics
B.A., Patna University (India);
M.A., Columbia University;
Ph.D., New School for Social Research

Nadarajah Vasanthan

Department of Chemistry Chair;
Assistant Professor of Chemistry
B.Sc., University of Jafna (Sri Lanka);
M.A., Ph.D., City College, CUNY

Walter Vasilaky

Professor Emeritus of Computer Science
B.A., Rutgers University;
M.A., University of Maryland;
Ph.D., New York University

Sharon Verity

Associate Division Director, Physician Assistant
Studies;
B.A., SUNY Binghamton;
B.S., SUNY Stony Brook;
M.P.A.S., University of Nebraska;
Certified Physician Assistant

Susan Villegas

Assistant Professor of Pharmacy Practice
Pharm.D., West Virginia University

William Vincent, III

Assistant Professor of Pharmacy Practice
Pharm.D., Rutgers, The State University of New
Jersey

Maria Vogelstein

Assistant Professor of Biology;
Assistant Dean, Richard L. Conolly College
B.S., St. Joseph's College; M.S., New York
University

Valerie C. Walker

Professor of Public Health
B.S., Hunter College, CUNY;
M.S., M.P.H., Columbia University;
R.N., C.N.M.

Joan Walsh

Professor Emerita of Nursing
A.B., B.S., M.Ed., University of Missouri;
Ed.D., New York University; R.N.

Colleen Walsh-Larossa

Assistant Director, Teaching Fellows Program;
Instructor of Teaching and Learning;
B.A., University of Southern California;
M.P.A., University of Pittsburgh

Sylvia Yudice Walters

Associate Professor of Communication Sciences
and Disorders
B.A., M.S., Brooklyn College, CUNY;
Ph.D., New York University

Amy Wang

Assistant Professor of Pharmacy Practice
Pharm.D., M.B.A., University of Kentucky

Donna Wang

Chair, Social Work;
Assistant Professor of Social Work
B.S., Shippensburg University;
M.S.W., Temple University;
Ph.D., Fordham University

Ingrid Wang

Director of the Brooklyn Library;
Associate Professor
B.A., Nanjing Normal University;
M.S.L.S., Clarion University of Pennsylvania;
M.S., Brooklyn College (CUNY)

Joram Warmund

Division Coordinator Social Sciences;
Department Chair;
Professor of History
B.A., Queens College, CUNY;
M.A., Columbia University;
Ph.D., New York University

Lewis Warsh

Director of MFA Program;
Professor of English
B.A., M.A., The City College, CUNY

Holly Wasserman

Academic Fieldwork Coordinator, Occupational
Therapy;
B.S., Brooklyn College, CUNY;
M.S., Boston University

Samuel Watson

Professor of Chemistry and Biochemistry
B.S., Stanford University;
M.S., San Francisco University;
Ph.D., Princeton University

Jayne Werner

Professor Emerita of Political Science
B.A., University of Pittsburgh;
Ph.D., Cornell University

Elinor West

Professor Emerita of Philosophy
B.S., M.A., Ph.D., Columbia University

Katherine Williams

Associate Professor Emerita of Nursing
B.A., College of Wooster;
B.S., M.Ed., Ed.D., Columbia University;
M.A., New York University; R.N.

Wendi Williams

Assistant Professor of Human Development and
Leadership
B.S., University of California (Davis);
M.A., Pepperdine University;
Ph.D., Georgia State University

Lester Wilson

Director of United Nations Graduate Certificate
Program;
Professor of History
A.B., University of Chicago;
B.S., Roosevelt University;
M.A., Ph.D., University of Illinois

Philip Wolitzer

Professor Emeritus of Accounting
B.B.A., The City College, CUNY;
M.B.A., New York University;
CPA

Constance Woo

Professor
B.A., M.A., C.Phil, Ph.D., University of
California, Los Angeles;
C.A.S., M.L.S., Long Island University;
B.F.A. New York Institute of Technology

Elaine Wong

Assistant Professor of Pharmacy Practice
Pharm.D., Arnold & Marie Schwartz College of
Pharmacy and Health Sciences, Long Island
University

Philip Wong

Associate Professor of Psychology
B.Sc., Brown University;
M.A., Ph.D., University of Michigan

Sophia Wong

Associate Professor of Philosophy
B.A., M.A., University of Alberta;
M.Phil., Ph.D., Columbia University

Yafeng Xia

Associate Professor of History
B.A., M.A., Nanjing Normal University (China);
Ph.D., University of Maryland

Peter Yellin

Professor Emeritus of Music
B.S., Juilliard School of Music;
M.A., Brooklyn College, CUNY

Hongjun Yin

Assistant Professor of Social and Administrative
Sciences
B.S., M.S., China Pharmaceutical University;
Ph.D., University of Illinois at Chicago

Sharman Yoffe-Sidman

Instructor of English
B.A., University of the District of Columbia;
M.A., Long Island University

Gina Youmans

Associate Professor of Communication Sciences
and Disorders
B.S., M.S., Ph.D., Florida State University;
M.S. University of North Carolina

Scott Youmans

Associate Professor of Communication Sciences
and Disorders
B.S., College of Saint Rose;
M.Ed., North Carolina Central University;
Ph.D., Florida State University

Xudong Yuan

Assistant Professor of Pharmaceutics
B.S., Nanjing University of Chinese Medicine
(China);
M.S., National University of Singapore
(Malaysia);
Ph.D., University of Georgia

Joel Zablow

Assistant Professor of Mathematics
B.S., Reed College;
M.S., University of Oregon;
Ph.D., Graduate Center, CUNY

Andreas A. Zavitsas

Senior Professor of Chemistry and Biochemistry;
B.S., The City College, CUNY;
M.A., Ph.D., Columbia University

Tina Zerilli

Assistant Professor Pharmacy Practice
Pharm.D., Arnold & Marie Schwartz College of
Pharmacy and Health Sciences, Long Island
University

Amin Zewail

Department of Economics Chair;
Associate Professor of Economics
B.A., Alexandria University;
M.A., Brooklyn College, CUNY;
Ph.D., Fordham University

Yudan Zheng

Assistant Professor of Finance
B.A., M.A., Xiamen University, China;
M.B.A, Ph.D., Rutgers University

Annette Zilversmit

Professor Emerita of English
B.A., Brooklyn College, CUNY;
M.A., Cornell University;
Ph.D., New York University

Martin Zimmerman

Electronic Services Librarian; Assistant Professor
B.A., City College, CUNY;
M.L.S., Queens College, CUNY;
M.P.A., Long Island University

Susan Zinar-Grunberg

Associate Professor of Teaching and Learning;
B.A., Brandeis University;
M.A.T., Harvard University;
Ph.D., Columbia University

Hyam L. Zuckerberg

Professor of Mathematics

B.A., B.H.L., M.A., Ph.D., Yeshiva University

Israel Zuckerman

Professor Emeritus of Mathematics

B.B.A., The City College, CUNY;

M.A., Brooklyn College, CUNY;

Ph.D., Rutgers University

BROOKLYN CAMPUS ADMINISTRATION

Administration

Gale Stevens Haynes '72, '76
B.A., M.S., J.D., LL.D.
Provost

Joel Press '68
B.S.
Chancellor

Academic Deans

RICHARD L. CONOLLY COLLEGE OF LIBERAL ARTS AND SCIENCES

David Cohen '63, '66
B.S., M.S., Ph.D.
Dean

Kevin Lauth
B.A., M.S.
Associate Dean

Oswaldo Cabrera '78, '91
B.S., M.A.
Assistant Dean

Hamid Rahim '82, '94, '05, '06
Assistant Dean
B.A., M.A., M.S., Ph.D.

Maria Vogelstein
B.S., M.S.
Assistant Dean

SCHOOL OF BUSINESS, PUBLIC ADMINISTRATION AND INFORMATION SCIENCES

Mohammed Ghrija
B.S., M.S., Ph.D.
Dean

Linette Williams
B.S., M.S.Ed.
Assistant Dean

SCHOOL OF EDUCATION; CENTER FOR URBAN EDUCATORS

Cecelia Traugh
B.A., M.A., Ph.D.
Dean, Director

SCHOOL OF HEALTH PROFESSIONS

Barry S. Eckert
B.S., M.S., Ph.D.
Dean

SCHOOL OF NURSING

Hazel Sanderson-Marcoux '81
B.S., M.Ed., Ed.D., R.N.
Acting Dean

Susanne Flower
B.A., B.S., M.S., R.N., N.P.
Associate Dean

ARNOLD & MARIE SCHWARTZ COLLEGE OF PHARMACY AND HEALTH SCIENCES

David R. Taft
B.S., Ph.D.
Dean

Martin E. Brown
B.S., M.S.
Associate Dean

Harold L. Kirschenbaum
B.S., M.S., Pharm.D.
Associate Dean for Professional Development

Lorraine Cicero
B.S., M.S., Pharm.D.
Assistant Dean for Academic and Student Affairs

GLOBAL COLLEGE; INTERNATIONAL EDUCATION

Robert Glass
B.A., M.A., Ph.D.
Dean, University Dean

Administrative Deans and Directors

Academic Reinforcement Center

Courtney Frederick
B.A., M.S.
Director

Admissions

Richard Sunday
B.A., M.A.
Senior Associate Dean of Admissions

George Terry
B.S., M.S.Ed.
Associate Dean of Admissions

Athletics

John Suarez
B.S., M.Ed.
Director

Buildings and Grounds

Wayne Hamilton
B.S., M.B.A.
Director

Campus Ministry

The Rev. Charles P. Keeney
B.A., M.Div.

Campus Security

Selvin Livingston
Director

Center for Student Information

Pia Stevens Haynes '02, '04, '06
B.S.W., MS.Ed., M.S.W.
Director

Center for Urban Educators

Cecelia Traugh
B.A., M.A., Ph.D.
Director

College of Pharmacy

Stephen M. Gross
B.S., M.A., Ed.D.
Special Adviser to the President

Anneliese Schumacher

B.A., M.A.
Assistant Dean for Administration

Core Seminar

Bernice Braid
B.A., M.A., Ph.D.
Director

Office of Development and Alumni Relations

Drew Kaiden
B.A.
Associate Vice President of Development and Alumni Relations, Brooklyn Campus

Adrienne Davis

B.A.
Associate Director of Alumni Relations, Brooklyn Campus and Arnold & Marie Schwartz College of Pharmacy and Health Sciences

English Language Institute

Stanley J. Zelinski, III
B.A., M.A.
Associate Dean, School of Continuing Studies/ESL

Beth Meetsma

B.A., M.A.
Assistant Director

Faculty Media Resource Center

Devabrata Mondal '92, '01

B.S., M.S., M.S., M.S.

Director

Global Studies Program

Joann Halpern

B.A., M.A., Ph.D.

Director of Academic Affairs and Senior Studies

Kathleen Modrowski

B.A., M.A.

Director of Global Studies

Amy Greenstein

B.A., M.S.Ed.

Director of Admissions

Sara Purcell

B.A., M.S.Ed.

Director of Student and Alumni Affairs

HEOP (Higher Education Opportunity Program)

Okarita Stevens '84

B.S., M.S.

Co-Director

Diana Voelker '74, '86

B.A., M.S.

Co-Director

Information Technology

Kamel Lecheheb

B.S., M.S., Ph.D.

Deputy CIO, Dean

Integrated Student Financial Services

Patricia Connors '93

B.A., M.B.A.

Associate Provost

International Students

Steve A. Chin '90

B.A., M.B.A.

Director

Learning Center for Educators & Families

Charlotte Marchant

B.A., M.A.

Director

Learning Support Services

Diana Voelker '74, '86

B.A., M.S.

Director

Mathematics Center

Dung Duong

B.S.

Assistant Director

Office of Student Development and Retention

Michelle Relyea

B.A., M.S.Ed.

Dean

Office of Student Development and Retention:

Student Development

Stefany Daley

B.A., M.S.Ed.

Director

Office of Student Development and Retention:

First Year Programs

Shaun McGuire

B.S., M.F.A.

Assistant Dean

Office of Student Development and Retention:

Plan for Academic Success

Joseph Reister

B.A., M.A.

Assistant Director

Office of Student Development and Retention:

Career Services and Senior Year Advising

Stephanie Steinberg

B.A., M.A., M.S.

Assistant Dean

Office of Student Leadership and Development

Karlene Jackson Thompson

B.A., M.A., M.S.

Director

Office of Student Life and Institutional

Advancement

Kim Williams Clark, Esq.

B.S., J.D.

Dean

Office of the Provost

Gladys Palma de Schrynemakers '90

B.A., M.S., P.D., Ed.M., Ed.D.

Associate Provost

Brad Cohen '91, '94

B.A., M.A.

Associate Provost for Campus Services; Director of Human Resources

Hazel Seivwright '95, '97

B.Sc., M.S., M.P.A.

Assistant Provost

Public Relations

Brian Harmon

B.A., M.A.

Director

Fatima Kafele

Deputy Director of Public Relations

Registrar

Thomas P. Castiglione '84, '90

B.A., M.S.Ed.

Residence Life and Housing

Rodney Pink

B.A., M.S., Ed.D.

Associate Director

School of Continuing Studies

Jorge Rosales

B.A.

Executive Director

Testing Center

Andres Marulanda

B.S., M.B.A.

Director

University Honors Program

James Clarke

B.A., M.A., Ph.D.

Co-Director

Cris Gleicher

B.A., M.A.

Co-Director

Writing Center

Harriet Malinowitz

B.A., M.F.A., M.A., Ph.D.

Director

Lynn Hassan

B.A., M.A., M.F.A.

Associate Director

LONG ISLAND UNIVERSITY TRUSTEES AND ADMINISTRATION

Board of Trustees

CHAIRMAN

Edward Travaglianti

Peter Gibson '82

Michael Gutnick '68

Steven S. Hornstein '80

Alfred R. Kahn '84, H'05

Shirley Strum Kenny

Eric Krasnoff

Leon Lachman

Brian K. Land '86

Byron E. Lewis '53

David H. Lipka

Howard M. Lorber '70, '91, H'01

Angelo Mangia

Michael Melnicke

Theresa Mall Mullarkey

Salvatore Naro '83

Richard P. Nespola '67, '73

William Nuti '86

Joel Press '68

Edward E. Shorin H'99

Harvey Simpson

Martin L. Sperber H'09

David Sterling

Sharon Sternheim

Ronald J. Sylvestri '66

Rosalind P. Walter H'83

SENIOR VICE CHAIR

Thomas L. Pulling

SECRETARY

Steven J. Kumble H'90

MEMBERS

Linda Amper '78, '85

Roger L. Bahnik

Stanley F. Barshay '60

Mark A. Boyar '65

John R. Bransfield, Jr.

Roland A. DeSilva '62

Michael Devine '68

Michael N. Emmerman '67

George L. Engelke, Jr.

Daniel B. Fisher '67

TRUSTEES EMERITI

William F. de Neergaard '47, H'98

Donald H. Elliott H'85

Eugene H. Luntz H'98

John M. May

Richard Stark

William Zeckendorf, Jr. H'92

EX OFFICIO

David J. Steinberg

H-indicates honorary doctorate from Long Island University

Officers of the University

David J. SteinbergB.A., M.A., Ph.D.,
Litt.D., LL.D. D.H.L.
*President***Richard W. Gorman**B.A., M.S.W.
*Vice President for University Relations***Daniel J. Rodas**B.A., Ed.M., M.B.A., Ph.D.
Vice President for Planning;
*Vice President for Human Resources***Robert N. Altholz**B.A., M.B.A.
*Vice President for Finance and Treasurer***Gale Stevens Haynes '72, '76 (M.S.)**B.A., M.S., J.D., LL.D.
Provost
*Brooklyn Campus***Mary M. Lai '42, H'86**B.S., M.S., D.H.L., D.B.
*Senior Adviser and Treasurer Emerita***George Baroudi**B.S.
*Vice President for Information Technology***Jeffrey Kane**B.A., M.A., Ph.D.
*Vice President for Academic Affairs***Paul H. Forestell**B.A., M.A., Ph.D.
Provost
*C.W. Post Campus***Lynette M. Phillips**B.A., J.D.
Vice President for Legal Services
and University Counsel

University Administration

Kathleen A. Campo

Executive Assistant to the President

Claude Cheek

B.A., M.A., M.B.A.

Associate Vice President for Institutional Research

Elizabeth Ciabocchi

B.S., D.C., Ed.D.

Associate Vice President for Instructional Technology & Faculty Development

Lisa Conza

B.S.

Associate Vice President for Human Resources

Valeda Frances Dent

B.A., M.S.W., MILS

Dean of University Libraries

John Doran

B.A.

Senior Director of Employee Benefits

Christopher Fevola

B.S.

Associate Vice President, University Director of Budgets and Procurement

Melodee A. Gandia '00

B.S., M.S.

Associate Vice President for Development

Heather Gibbs '03

B.A., M.S.

Assistant Vice President, Office of the President

Robert Glass

B.A., M.A., Ph.D.

University Dean of International Education; Dean of Global College

Jennifer S. Goodwin

B.A., C.F.R.E.

Associate Vice President for Development and Campaign Operations

Salvatore Greco

B.S., M.S.

Associate Vice President for Information Systems

Stephen Hausler '02

B.A.

Assistant Vice President for Creative Services

Lee Kelly

B.A., M.B.A., Ed.D.

Associate Vice President for Compensation

Loretta Knapp

B.S.N., M.A., Ph.D.

Deputy Vice President for Academic Affairs

Kamel Lecheheb

B.S., M.S., Ph.D.

Deputy CIO, Dean of Information Technology, Brooklyn Campus

David Mainenti

B.S., M.S.

Associate Vice President for Student Financial Services and Compliance

Nancy Marksbury

B.A., M.S.

Deputy CIO, C.W. Post Information Technology

Kathleen Morley

B.A., M.A., Ph.D.

University Director of Assessment

Catherine Murphy

B.A., J.D.

Associate Counsel

S. Gavi Narra

B.S., M.S.

Deputy CIO, Information Systems

Margaret J. Natalie

A.S., B.S.

Director of Purchasing

Linda Noyes

C.P.P.

Associate Controller for Compensation Operations and Tax Compliance

Joseph Pelio Jr. '93

B.S., M.S.

Associate Controller for Accounting Services

Frank Perugini

B.S.

Assistant Vice President for Web Communications

M. Peggy Riggs '89

B.S.

Academic Budget Officer

Anthony J. Riso

B.S., M.B.A.

Assistant Controller

Kathryn S. Rockett '82

B.S., M.A., M.B.A.

Assistant Vice President for Sponsored Research

Mark Schmotzer

B.S., M.B.A., C.P.A.

Associate Vice President and Controller

Susan Shebar '96

B.A., M.A.

University Director of Development Services

Spencer S. Simon

B.S., M.B.A.

University Director of Academic Workload

Matthew A. Siebel

B.A., J.D.

Associate Counsel

Nancy Sissons

A.A.S.

Director of University Fringe Benefits Programs

Elliott Sroka

B.F.A., M.F.A., Ph.D.

Executive Director, Tilles Center

Matilda Tazzi

Director, University Mailing, Duplicating, and Courier Services

Peter Tymus

B.E.

Associate Vice President for Capital Projects

Paola Villatoro-Ragusa '00

B.A., M.A.

Staff to the Board of Trustees

Kim Volpe-Casalino

B.A., M.A.

Assistant Vice President for Public Relations

Gail D. Weiner

B.A., M.A., J.D.

Assistant Vice President for Employee Relations

Christopher A. Williams, Esq.

B.A., J.D.

Associate Vice President for Public Policy, Government and Foundation Relations